

GCSE GERMAN

F+H

Foundation and Higher Paper 2 Speaking

June 2022

Teacher's Booklet

- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as **strictly confidential** until the end of the test window.
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.
- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).

General Certificate of Secondary Education

German
Speaking Test
Teacher's Booklet

Contents

Part 1

Role-plays (Foundation Tier) (1–9)

Role-plays (Higher Tier) (10–18)

Part 2

Photo cards (Foundation Tier) (A–I)

Photo cards (Higher Tier) (J–R)

Part 3

Example questions for General Conversation

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Turn over ►

Part 1**ROLE-PLAY 1****CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your German friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin über Feste.

- **Eine** Aktivität in den Osterferien.
- Deine Meinung über Schokolade (**ein** Detail).
- Dein Lieblingsfest (**ein** Detail).
- **!**
- **?** Deutsche Feste.

ROLE-PLAY 1

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate about activities in the Easter holidays. (Elicit **one** activity.)

Sag mir etwas über Aktivitäten in den Osterferien.

- 2 Allow the candidate to state **one** Easter holiday activity.

Ask the candidate for an opinion about chocolate. (Elicit **one** opinion.)

Und wie findest du Schokolade?

- 3 Allow the candidate to give **one** opinion about chocolate.

Aha.

Ask the candidate about his/her favourite festival. (Elicit **one** detail.)

Und dein Lieblingsfest?

- 4 Allow the candidate to give **one** detail about his/her favourite festival.

Schön.

- ! Ask the candidate how often he/she goes to a party.

Wie oft gehst du auf eine Party?

- 5 Allow the candidate to say how often he/she goes to a party.

Interessant.

- ? Allow the candidate to ask you a question about German festivals.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the manager at a bowling alley in Austria and will speak first.

You should address the manager as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie sind in Österreich und telefonieren mit einer Bowlingbahn.

- Bowling für Sie – wann.
- Für wie viele Personen.
- **!**
- Essen nach dem Bowling (**ein** Detail).
- **?** Trinken.

ROLE-PLAY 2

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie sind in Österreich und telefonieren mit einer Bowlingbahn. Ich bin der Manager/die Managerin.*

- 1 Greet the candidate and ask if you can help.
Guten Tag. Kann ich Ihnen helfen?
- 2 Allow the candidate to say when he/she wants to go bowling.
Gerne.
- 3 Allow the candidate to say for how many people.
Kein Problem.
- ! Ask the candidate for an opinion about bowling. (Elicit **one** opinion.)
Wie finden Sie Bowling?
- 4 Allow the candidate to give **one** opinion about bowling.
Alles klar.
Ask the candidate about food after bowling. (Elicit **one** detail.)
Wie ist es mit dem Essen nach dem Bowling?
- 5 Allow the candidate to give **one** detail about food after bowling.
Interessant.
- ? Allow the candidate to ask you a question about drinks.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 3**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss exchange partner and will speak first.

You should address your exchange partner as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus der Schweiz über Musik.

- Deine Lieblingsgruppe (**ein** Detail).
- **!**
- Musik kaufen – wo (**ein** Detail).
- Deine Meinung über Musikfestivals (**ein** Detail).
- **?** Rapmusik.

ROLE-PLAY 3

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus der Schweiz. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1 Ask the candidate about his/her favourite group. (Elicit **one** detail.)
Sag mir etwas über deine Lieblingsgruppe.
- 2 Allow the candidate to give **one** detail about his/her favourite group.
Aha.
! Ask the candidate how often he/she listens to music.
Wie oft hörst du Musik?
- 3 Allow the candidate to say how often he/she listens to music.
 Ask the candidate about buying music. (Elicit **one** detail.)
Und wie ist es mit Musik kaufen?
- 4 Allow the candidate to give **one** detail about buying music and where.
 Ask the candidate for an opinion about music festivals. (Elicit **one** opinion.)
Und wie findest du Musikfestivals?
- 5 Allow the candidate to give **one** opinion about music festivals.
Interessant.
- ?** Allow the candidate to ask you a question about rap music.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at a railway station in Germany and will speak first.

You should address the employee as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie sind in einem Bahnhof in Deutschland. Sie sprechen mit dem Angestellten/der Angestellten.

- Eine Fahrkarte für Sie.
- Ihre Fahrt – wohin.
- **?** Essen im Zug.
- Ihre Meinung über den Fahrpreis (**ein** Detail).
- **!**

ROLE-PLAY 4

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie sind in einem Bahnhof in Deutschland. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?

- 2 Allow the candidate to say that he/she would like a ticket.
Kein Problem.

Allow the candidate to say where he/she would like to travel to.
Alles klar.

- 3 ? Allow the candidate to ask you a question about food on the train.
(Give an appropriate answer.)

- 4 Ask the candidate for an opinion about the ticket price. (Elicit **one** opinion.)
Wie finden Sie den Fahrpreis?

- 5 ! Allow the candidate to give **one** opinion about the ticket price.
Aha.

Ask the candidate how often he/she travels by train.
Wie oft fahren Sie mit dem Zug?

Allow the candidate to say how often he/she travels by train.
Interessant.

Turn over ►

ROLE-PLAY 5**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your German friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin über deine Stadt.

- Deine Stadt – wo (**ein** Detail).
- **!**
- **Eine** Aktivität für Teenager.
- Das Wetter im Winter (**ein** Detail).
- **?** Park.

ROLE-PLAY 5

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate about his/her town. (Elicit **one** detail.)

 Sag mir etwas über deine Stadt.

- 2 Allow the candidate to give **one** detail about the location of his/her town.

! Ask the candidate about the size of the town.

 Wie groß ist die Stadt?

- 3 Allow the candidate to state the size of the town.

 Aha.

 Ask the candidate about activities for teenagers. (Elicit **one** activity.)

 Und wie ist es mit Aktivitäten für Teenager?

- 4 Allow the candidate to state **one** activity for teenagers.

 Interessant.

 Ask the candidate about the weather in winter. (Elicit **one** detail.)

 Und wie ist das Wetter im Winter?

- 5 Allow the candidate to give **one** detail about the weather in winter.

 In Deutschland ist es sehr kalt.

? Allow the candidate to ask you a question about a park.

 (Give an appropriate answer.)

Turn over ►

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a receptionist at a gym in Austria and will speak first.

You should address the receptionist as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie sind in Österreich und telefonieren mit einem Fitness-Studio.

- Eine Fitnessklasse für Sie.
- Der beste Tag für Sie.
- **!**
- **?** Fitnesstrainer.
- Ihre Meinung über Fitnesstraining (**ein** Detail).

ROLE-PLAY 6

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie sind in Österreich und telefonieren mit einem Fitness-Studio. Ich bin der Angestellte/die Angestellte.*

- 1 Greet the candidate and ask if you can help.
Guten Tag. Kann ich Ihnen helfen?
- 2 Allow the candidate to say that he/she would like to do a fitness class.
Kein Problem.
- 3 Allow the candidate to state the best day for a fitness class.
Ja, das geht.
- ! Ask the candidate for a time.
Und um wie viel Uhr?
- 4 Allow the candidate to state a time.
Alles klar.
- ? Allow the candidate to ask you a question about a personal trainer.
(Give an appropriate answer.)
- 5 Ask the candidate for an opinion about fitness training. (Elicit **one** opinion).
Wie finden Sie Fitnesstraining?

Allow the candidate to give **one** opinion about fitness training.
Das denke ich auch.

Turn over ►

ROLE-PLAY 7**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your German exchange partner and will speak first.

You should address your exchange partner as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem deutschen Austauschpartner/deiner deutschen Austauschpartnerin über Mathe.

- Deine Meinung über Mathe (**ein** Detail).
- Deine Matheklasse – wie groß.
- Dein Mathelehrer oder deine Mathelehrerin (**ein** Detail).
- **!**
- **?** Noten in Mathe.

ROLE-PLAY 7

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem deutschen Austauschpartner/deiner deutschen Austauschpartnerin. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1** Ask the candidate for an opinion about maths. (Elicit **one** opinion.)

Wie findest du Mathe?

- 2** Allow the candidate to give **one** opinion about maths.

Ask the candidate about his/her maths class.

Und deine Matheklasse?

- 3** Allow the candidate to say how big his/her maths class is.

Ask the candidate about his/her maths teacher. (Elicit **one** detail.)

Wie ist dein Mathelehrer oder deine Mathelehrerin?

- 4** Allow the candidate to give **one** detail about his/her maths teacher.

Interessant.

- !** Ask the candidate when his/her next maths lesson is.

Wann ist deine nächste Mathestunde?

- 5** Allow the candidate to say when his/her next maths lesson is.

Alles klar.

- ?** Allow the candidate to ask you a question about grades in maths.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a company boss in Germany and will speak first.

You should address the company boss as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie telefonieren mit einer deutschen Firma.

- Einen Job für Sie.
- **!**
- Ihr Job im Moment (**ein** Detail).
- Ihre Meinung über Arbeitskleidung (**ein** Detail).
- **?** Geld.

ROLE-PLAY 8

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie telefonieren mit einer deutschen Firma. Ich bin der Chef/die Chefin.*

- 1 Greet the candidate and ask if you can help.
Guten Tag. Kann ich Ihnen helfen?
- 2 Allow the candidate to say that he/she would like a job.
! Ask the candidate how old he/she is.
Wie alt sind Sie?
- 3 Allow the candidate to give his/her age.
Alles klar.
Ask the candidate about his/her current job. (Elicit **one** detail.)
Wie ist Ihr Job im Moment?
- 4 Allow the candidate to give **one** detail about his/her current job.
Aha.
Ask the candidate for an opinion about work clothes. (Elicit **one** opinion.)
Wie finden Sie Arbeitskleidung?
- 5 Allow the candidate to give **one** opinion about work clothes.
Interessant.
? Allow the candidate to ask you a question about money.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 9**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz über die Schule.

- Die Computer in deiner Schule (**ein** Detail).
- **!**
- **?** Computerclub.
- Deine Lieblingsaktivität in der Mittagspause.
- Deine Meinung über die Kantine (**ein** Detail).

ROLE-PLAY 9

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate about the computers in his/her school. (Elicit **one** detail.)
Wie ist es mit den Computern in deiner Schule?
- 2 Allow the candidate to give **one** detail about computers in his/her school.
! Ask the candidate how often he/she has a lesson in the computer room.
Und wie oft hast du eine Stunde im Computerraum?
- 3 Allow the candidate to say how often he/she has a lesson in the computer room.
Interessant.
- ?** Allow the candidate to ask you a question about a computer club.
(Give an appropriate answer.)
- 4 Ask the candidate about his/her favourite activity during the lunch break. (Elicit **one** activity.)
Und was machst du am liebsten in der Mittagspause?
- 5 Allow the candidate to state **one** favourite activity during the lunch break.
Aha.
Ask the candidate what he/she thinks about the canteen. (Elicit **one** detail.)
Wie findest du die Kantine in deiner Schule?
Allow the candidate to give **one** detail about the canteen.
Unsere Kantine ist sehr klein.

Turn over ►

ROLE-PLAY 10**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss exchange partner and will speak first.

You should address your exchange partner as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus der Schweiz über Fernsehen.

- Deine Pläne für Fernsehen heute Abend (**zwei** Details).
- **!**
- Deine Meinung über Krimis und warum (**ein** Detail).
- **?** Seifenopern.
- Fernsehen – **ein** negativer Aspekt.

ROLE-PLAY 10

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus der Schweiz. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1** Ask the candidate about his/her plans for watching television this evening. (Elicit **two** details.)

Und was sind deine Pläne für Fernsehen heute Abend?

- 2** Allow the candidate to give **two** details about his/her plans for watching television this evening.

- !** Ask the candidate where and when he/she watches television.

Wo siehst du normalerweise fern? Wann siehst du fern?

- 3** Allow the candidate to say where and when he/she watches television.

Interessant.

Ask the candidate what he/she thinks about crime programmes and why. (Elicit **one** reason.)

Und wie findest du Krimis? ... Warum?

- 4** Allow the candidate to give his/her opinion of crime programmes and **one** reason why.

Das finde ich auch.

- ?** Allow the candidate to ask you a question about soap operas.

(Give an appropriate answer.)

- 5** Ask the candidate about a negative aspect of television. (Elicit **one** detail.)

Sag mir etwas über einen negativen Aspekt von Fernsehen.

Allow the candidate to give **one** negative aspect of television.

Stimmt.

Turn over ►

ROLE-PLAY 11

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a café in Germany and will speak first.

You should address the employee as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie sind in einem Café in Deutschland. Sie sprechen mit dem Angestellten/der Angestellten.

- Einen Imbiss für Sie (**zwei** Details).
- **!**
- **Ein** Problem mit dem Essen.
- Ihr letzter Besuch im Café (**ein** Detail).
- **?** Englisches Essen.

ROLE-PLAY 11

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie sind in einem Café in Deutschland. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to order a snack. (Elicit **two** details.)

! Ask the candidate for his/her opinion about the prices. (Elicit **one** opinion.)
Wie ist Ihre Meinung über die Preise hier?
- 3 Allow the candidate to give **one** opinion about the prices.
Alles klar.
- 4 Allow the candidate to state **one** problem with the food.
Das tut mir leid.

Ask the candidate about his/her last visit to a café. (Elicit **one** detail.)
Und wie war Ihr letzter Besuch im Café?
- 5 Allow the candidate to give **one** detail about his/her last visit to a café.
Aha.
- ? Allow the candidate to ask you a question about English food.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a tourist office in Germany and will speak first.

You should address the employee as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie möchten ein Sport-Event in Deutschland besuchen. Sie telefonieren mit einer Touristeninformation.

- Ein Sport-Event für Sie – was und wann.
- Ihr Alter und Ihre Nationalität.
- **!**
- Ihr letzter Besuch im Stadion (**zwei** Details).
- **?** Transport zum Event.

ROLE-PLAY 12

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie telefonieren mit einer Touristeninformation in Deutschland. Ich bin der Angestellte/die Angestellte.*

- 1 Greet the candidate and ask if you can help.
Guten Tag! Kann ich Ihnen helfen?
- 2 Allow the candidate to say which sporting event he/she would like to see and when.
Alles klar.
Ask the candidate for his/her age and nationality.
Sagen Sie mir bitte Ihr Alter und Ihre Nationalität.
- 3 Allow the candidate to give his/her age and nationality.
Danke.
! Ask the candidate why he/she wants to see live sport in Germany.
Warum möchten Sie Live-Sport hier in Deutschland sehen?
- 4 Allow the candidate to say why he/she wants to see live sport in Germany.
Ach so.
Ask the candidate about his/her last stadium visit. (Elicit **two** details.)
Wie war Ihr letzter Besuch im Stadion?
- 5 Allow the candidate to give **two** details about his/her last stadium visit.
Interessant.
? Allow the candidate to ask you a question about getting to the event.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 13**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee in a tourist office in Germany and will speak first.

You should address the employee as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie planen einen Besuch in Deutschland. Sie telefonieren mit einer Touristeninformation.

- Ihre Fahrt nach Deutschland – wann.
- **!**
- Ein Hotel für Sie (**zwei** Details).
- **?** Auto mieten.
- Ihr letzter Besuch in Deutschland (**ein** Detail).

ROLE-PLAY 13

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie telefonieren mit einer Touristeninformation in Deutschland. Ich bin der Angestellte/die Angestellte.*

- 1 Greet the candidate and ask if you can help.
Guten Tag! Kann ich Ihnen helfen?
- 2 Allow the candidate to say when he/she is coming to Germany.
! Ask the candidate why he/she is coming to Germany. (Elicit **one** reason.)
Und warum kommen Sie nach Deutschland?
- 3 Allow the candidate to give **one** reason for coming to Germany.
Alles klar.
Ask the candidate about a hotel. (Elicit **two** details.)
Und wie ist es mit einem Hotel?
- 4 Allow the candidate to give **two** details about the hotel that he/she would like.
Kein Problem.
? Allow the candidate to ask you a question about hiring a car.
(Give an appropriate answer.)
- 5 Ask the candidate about his/her last visit to Germany. (Elicit **one** detail.)
Wie war Ihr letzter Besuch hier in Deutschland?
Allow the candidate to give **one** detail about his/her last visit to Germany.
Interessant.

Turn over ►

ROLE-PLAY 14**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your German friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin über die Umwelt.

- **Zwei** Umweltprobleme in deinem Land.
- **!**
- Deine Meinung über Umweltproteste und warum (**ein** Detail).
- **Eine** umweltfreundliche Aktivität in letzter Zeit.
- **?** Umweltschutz in Deutschland.

ROLE-PLAY 14

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.*

- 1** Ask the candidate about the environmental problems in his/her country. (Elicit **two** problems.)

Also, wie ist es mit Umweltproblemen in deinem Land?

- 2** Allow the candidate to state **two** environmental problems.

- !** Ask the candidate why so many people travel by car. (Elicit **one** reason.)

Und warum fahren so viele Leute mit dem Auto?

- 3** Allow the candidate to give **one** reason for travelling by car.

Ask the candidate what he/she thinks about environmental protests and why. (Elicit **one** reason.)

Wie findest du Umweltproteste? ... Warum?

- 4** Allow the candidate to give **one** opinion about environmental protests and one reason why.

Aha.

Ask the candidate about a recent eco-friendly activity. (Elicit **one** activity.)

Sag mir etwas über eine umweltfreundliche Aktivität in letzter Zeit.

- 5** Allow the candidate to state **one** recent eco-friendly activity.

Interessant.

- ?** Allow the candidate to ask you a question about environmental protection in Germany.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Austrian exchange partner and will speak first.

You should address your exchange partner as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus Österreich über soziale Probleme.

- Die Obdachlosen in deiner Stadt (**ein** Detail).
- Deine Meinung über Geld spenden und warum (**ein** Detail).
- Deine Pläne für freiwillige Arbeit (**ein** Detail).
- **!**
- **?** Soziale Probleme.

ROLE-PLAY 15

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem Austauschpartner/deiner Austauschpartnerin aus Österreich. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1 Ask the candidate about the homeless in his/her town. (Elicit **one** detail.)

Sag mir etwas über die Obdachlosen in deiner Stadt.
- 2 Allow the candidate to give **one** detail about the homeless in his/her town.

Ask the candidate for his/her opinion about donating money to charity and why. (Elicit **one** reason.)

Wie ist deine Meinung über Geld spenden? ... Warum?
- 3 Allow the candidate to give **one** opinion about donating money and one reason why.

Ask the candidate about his/her plans for voluntary work. (Elicit **one** detail.)

Und wie sind deine Pläne für freiwillige Arbeit?
- 4 Allow the candidate to give **one** detail about his/her plans for voluntary work.

Interessant.

! Ask the candidate why a job is good for teenagers. (Elicit **one** reason.)

Warum ist ein Job gut für Teenager?
- 5 Allow the candidate to give **one** reason why a job is good for teenagers.

Das stimmt.
- ? Allow the candidate to ask you a question about social problems.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a language school manager in Germany and will speak first.

You should address the manager as *Sie*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Sie möchten Deutsch an einer Fremdsprachenschule in Deutschland lernen. Sie sprechen mit dem Manager/der Managerin.

- Deutschstunden für Sie – wie viele.
- **!**
- Deutsch lernen letztes Jahr (**zwei** Details).
- Deutsch sprechen – wie wichtig und warum (**ein** Detail).
- **?** Deutschklassen.

ROLE-PLAY 16

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *Sie*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Sie sind in einer Fremdsprachenschule in Deutschland. Ich bin der Manager/die Managerin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to say how many German lessons he/she would like.
Kein Problem.
- ! Ask the candidate how long he/she has been learning German.
Seit wann lernen Sie Deutsch?
- 3 Allow the candidate to say how long he/she has been learning German.
Aha.
Ask the candidate about learning German last year. (Elicit **two** details.)
Sagen Sie mir etwas über Deutsch lernen letztes Jahr.
- 4 Allow the candidate to give **two** details about learning German last year.
Interessant.
Ask the candidate how important it is to speak German and why. (Elicit **one** reason.)
Wie wichtig ist es, Deutsch zu sprechen? ... Warum?
- 5 Allow the candidate to state the importance of speaking German and **one** reason why.
Ich verstehe.
- ? Allow the candidate to ask you a question about German classes.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 17

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your German friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin über die Schule.

- Du in dieser Schule – seit wann.
- Dein erster Tag in dieser Schule (**ein** Detail).
- Eine Schuluniform – **zwei** negative Aspekte.
- **?** Kleidung in der Schule.
- **!**

ROLE-PLAY 17

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate how long he/she has been at this school.
Seit wann bist du in dieser Schule?
- 2 Allow the candidate to say how long he/she has been at this school.
Ask the candidate about his/her first day in the school. (Elicit **one** detail.)
Und sag mir etwas über deinen ersten Tag in der Schule.
- 3 Allow the candidate to give **one** detail about his/her first day at school.
Aha.
Ask the candidate about the negative aspects of a school uniform. (Elicit **two** details.)
Und was sind die negativen Aspekte von einer Schuluniform?
- 4 Allow the candidate to give **two** negative aspects of school uniform.
Das stimmt.
- ? Allow the candidate to ask you a question about clothes in school.
(Give an appropriate answer.)
- 5 ! Ask the candidate what he/she normally does during the lunch break. (Elicit **one** activity.)
Was machst du normalerweise während der Mittagspause?
Allow the candidate to state **one** activity that he/she normally does during the lunch break.
Interessant.

Turn over ►

ROLE-PLAY 18**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Swiss friend and will speak first.

You should address your friend as *du*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz über die Schule.

- Die beste Naturwissenschaft und warum (**ein** Detail).
- **!**
- **Zwei** Aktivitäten in der letzten Englischstunde.
- Hausaufgaben – wie wichtig.
- **?** Direktor.

ROLE-PLAY 18

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate which science is best and why. (Elicit **one** reason.)
Was ist die beste Naturwissenschaft? ... Warum?
- 2 Allow the candidate to say which science is best and to give **one** reason why.
! Ask the candidate about a positive aspect of learning maths. (Elicit **one** detail.)
Was ist ein positiver Aspekt von Mathe lernen?
- 3 Allow the candidate to give **one** positive aspect of learning maths.
Ask the candidate about what he/she did in the last English lesson. (Elicit **two** activities.)
Und was hast du in deiner letzten Englischstunde gemacht?
- 4 Allow the candidate to state **two** activities in his/her last English lesson.
Interessant.
Ask the candidate about homework.
Sag mir etwas über Hausaufgaben.
- 5 Allow the candidate to state the importance of homework.
Das stimmt.
- ?** Allow the candidate to ask you a question about the headteacher.
(Give an appropriate answer.)

Turn over ►

Part 2**CARD A****CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Wie finden deine Freunde italienisches Essen? ... Warum?
- Was hast du in letzter Zeit im Restaurant gegessen?

CARD A
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie finden deine Freunde italienisches Essen? ... Warum?
- Was hast du in letzter Zeit im Restaurant gegessen?
- Mit wem gehst du gern ins Restaurant? ... Warum?
- Wie oft gehst du zu McDonalds?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD B**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Wie findest du deinen besten Freund oder deine beste Freundin? ... Warum?
- Was hast du letztes Wochenende mit Freunden gemacht?

CARD B
TEACHER'S NOTES

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du deinen besten Freund oder deine beste Freundin? ... Warum?
- Was hast du letztes Wochenende mit Freunden gemacht?
- Was essen deine Freunde gern im Restaurant? ... Warum?
- Wie oft hast du Probleme mit deinen Freunden?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD C**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Wie findest du Schwimmen? ... Warum?
- Wo hast du Schwimmen gelernt?

CARD C
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Schwimmen? ... Warum?
- Wo hast du Schwimmen gelernt?
- Was ist besser: Schwimmen im Schwimmbad oder in der See? ... Warum?
- Was ist deine Lieblingsaktivität in der Freizeit? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD D**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Wie findest du Fliegen? ... Warum?
- Wohin willst du in der Zukunft fahren? ... Warum?

CARD D
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Fliegen? ... Warum?
- Wohin willst du in der Zukunft fahren? ... Warum?
- Was ist das beste Transportmittel? ... Warum?
- Wie oft fährst du mit dem Zug?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD E**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was gibt es für Touristen in deiner Gegend?
- Was möchtest du am Wochenende in der Stadt machen? ... Warum?

CARD E
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was gibt es für Touristen in deiner Gegend?
- Was möchtest du am Wochenende in der Stadt machen? ... Warum?
- Wo ist der beste Ort zum Essen in deiner Stadt? ... Warum?
- Wie findest du das Wetter hier? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD F**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Fährst du gern Rad? ... Warum (nicht)?
- Was für Fitnesstraining hast du in letzter Zeit gemacht?

CARD F
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Fährst du gern Rad? ... Warum (nicht)?
- Was für Fitnesstraining hast du in letzter Zeit gemacht?
- Wie findest du Sport in der Schule? ... Warum?
- Was machen deine Freunde, um fit zu bleiben?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD G**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was lernst du nicht gern in der Schule? ... Warum nicht?
- Welches Fach möchtest du jeden Tag in der Schule lernen? ... Warum?

CARD G
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was lernst du nicht gern in der Schule? ... Warum nicht?
- Welches Fach möchtest du jeden Tag in der Schule lernen? ... Warum?
- Wie oft hast du Deutschhausaufgaben?
- Wie finden deine Freunde die Schule? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Wie kommst du zur Schule?
- Wie war deine letzte Klassenfahrt? ... Warum?

CARD H
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie kommst du zur Schule?
- Wie war deine letzte Klassenfahrt? ... Warum?
- Beschreib deinen besten Lehrer oder deine beste Lehrerin.
- Wie oft machst du Hausaufgaben in der Pause?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD I

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Möchtest du in einem Garten arbeiten? ... Warum (nicht)?
- Was ist besser: Arbeiten oder in der Schule bleiben? ... Warum?

CARD I
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Möchtest du in einem Garten arbeiten? ... Warum (nicht)?
- Was ist besser: Arbeiten oder in der Schule bleiben? ... Warum?
- Ist es gut, einen Teilzeitjob zu haben? ... Warum (nicht)?
- Wie findest du einen Job in einer Schule?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD J**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was sind die positiven oder negativen Aspekte von einem Fast-Food-Restaurant?
- Was möchtest du heute noch essen und trinken? ... Warum?

CARD J
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was sind die positiven oder negativen Aspekte von einem Fast-Food-Restaurant?
- Was möchtest du heute noch essen und trinken? ... Warum?
- Essen deine Freunde gesund? ... Warum (nicht)?
- Was hast du in letzter Zeit gegessen, was nicht gesund war?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD K**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Hast du manchmal Probleme mit Freunden? ... Warum (nicht)?
- Was möchtest du nächstes Wochenende mit Freunden machen? ... Warum?

CARD K
TEACHER'S NOTES

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Hast du manchmal Probleme mit Freunden? ... Warum (nicht)?
- Was möchtest du nächstes Wochenende mit Freunden machen? ... Warum?
- Wo hast du deinen besten Freund oder deine beste Freundin kennengelernt?
- Was ist wichtig in einer Freundschaft?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD L**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Ist es wichtig, schwimmen zu lernen? ... Warum (nicht)?
- Wann hast du in letzter Zeit Sport gemacht?

CARD L
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Ist es wichtig, schwimmen zu lernen? ... Warum (nicht)?
- Wann hast du in letzter Zeit Sport gemacht?
- Was ist besser: Team-Sport oder alleine Sport zu machen? ... Warum?
- Welches Sport-Event möchtest du live sehen? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Local, national, international and global areas of interest**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD M

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was sind die negativen Aspekte von Fliegen?
- Beschreib deine letzte Reise.

CARD M
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was sind die negativen Aspekte von Fliegen?
- Beschreib deine letzte Reise.
- Was machst du gern auf einer langen Fahrt? ... Warum?
- Möchtest du ein Auto haben? ... Warum (nicht)?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD N**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Ist deine Gegend gut für Touristen? ... Warum (nicht)?
- Welche Orte hast du in letzter Zeit besucht?

CARD N
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Ist deine Gegend gut für Touristen? ... Warum (nicht)?
- Welche Orte hast du in letzter Zeit besucht?
- Was können junge Leute in deiner Stadt machen?
- In welchem Land möchtest du in der Zukunft wohnen? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD O**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was sind die positiven Aspekte von einem Fitness-Studio?
- Warst du in letzter Zeit aktiv? ... Warum (nicht)?

CARD O
TEACHER'S NOTES

Theme: Local, national, international and global areas of interest

Topic: Social issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was sind die positiven Aspekte von einem Fitness-Studio?
- Warst du in letzter Zeit aktiv? ... Warum (nicht)?
- Ist es einfach, gesund zu essen? ... Warum (nicht)?
- Was möchtest du in der Zukunft für deine Gesundheit machen?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Current and future study and employment**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD P**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Welches Fach hast du in letzter Zeit schlecht gefunden? ... Warum?
- Beschreib die perfekte Stunde für dich in der Schule.

CARD P
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Welches Fach hast du in letzter Zeit schlecht gefunden? ... Warum?
- Beschreib die perfekte Stunde für dich in der Schule.
- Was sind die positiven Aspekte von Deutsch lernen?
- Was möchtest du in der Zukunft lernen? ... Warum?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD Q**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Was ist besser: zu Fuß zur Schule gehen oder mit dem Bus fahren? ... Warum?
- Wie war die letzte Pause? ... Warum?

CARD Q
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was ist besser: zu Fuß zur Schule gehen oder mit dem Bus fahren? ... Warum?
- Wie war die letzte Pause? ... Warum?
- Besuchst du einen Schulclub? ... Warum (nicht)?
- Welche Hausaufgaben wirst du heute Abend machen?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

CARD R**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Was gibt es auf dem Foto?
- Möchtest du einen Job im Freien? ... Warum (nicht)?
- Was sind die negativen Aspekte von einem Teilzeitjob?

CARD R
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Möchtest du einen Job im Freien? ... Warum (nicht)?
- Was sind die negativen Aspekte von einem Teilzeitjob?
- Was hast du in letzter Zeit gemacht, um Geld zu verdienen?
- Was für eine Persönlichkeit hat ein guter Chef oder eine gute Chefin?

Part 3 – General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- **Identity and Culture**
- **Local, national, international and global areas of interest**

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'.

Turn over ►

Part 3 EXAMPLE QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following starter questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Was für eine Person bist du?
Sollte man heiraten? ... Warum (nicht)?
Wofür benutzt du dein Handy?
Was machst du zu Hause am Computer?
Wann hast du zum letzten Mal im Restaurant gegessen?
Was siehst du gern im Fernsehen?
Wie findest du Weihnachtsmärkte?
Welches Fest möchtest du in Deutschland besuchen? ... Warum?

Theme 2: Local, national, international and global areas of interest

Was gibt es für Jugendliche in deiner Stadt?
Wie findest du das Wetter in England?
Was hast du gemacht, um anderen Leuten zu helfen?
Welche Gesundheitsprobleme gibt es für junge Leute?
Was macht deine Familie für die Umwelt?
Was kann man gegen Armut tun?
Was machst du in den Winterferien?
Wohin möchtest du in den Urlaub fahren? ... Warum?

Theme 3: Current and future study and employment

Beschreib deine Schule.
Was lernst du nicht gern? ... Warum nicht?
Wie oft bekommst du Hausaufgaben?
Was hast du letzte Woche in der Pause gemacht?
Willst du nächstes Jahr an der Schule bleiben? ... Warum (nicht)?
Wo möchtest du auf der Universität studieren? ... Warum?
Willst du mit Kindern arbeiten? ... Warum (nicht)?
Was würdest du machen, wenn du viel Geld hättest?

GCSE German Speaking Test Confidential Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 8, Photo card F and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 9, Photo card A and his second Conversation Theme will be Theme 3.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	8	Theme 1	G (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	F (Theme 2)	Theme 1
2	6	Theme 1	E (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
3	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	F (Theme 2)	Theme 1
4	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
5	8	Theme 1	G (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	F (Theme 2)	Theme 1
6	9	Theme 1	G (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
7	3	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
8	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	C (Theme 1)	Theme 2
9	5	Theme 1	F (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
10	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	C (Theme 1)	Theme 2
11	4	Theme 1	E (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
12	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
13	8	Theme 1	F (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	C (Theme 1)	Theme 2
14	5	Theme 1	F (Theme 2)	Theme 3
		Theme 2	H (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
15	9	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
16	4	Theme 1	E (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	C (Theme 1)	Theme 2
17	7	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	F (Theme 2)	Theme 1
18	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
19	1	Theme 1	D (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	C (Theme 1)	Theme 2
20	2	Theme 1	H (Theme 3)	Theme 2
		Theme 2	C (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1

Key: Theme 1 – Identity and culture
 Theme 2 – Local, national, international and global areas of interest
 Theme 3 – Current and future study and employment

GCSE German Speaking Test Confidential Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 12, Photo card M and her second Conversation Theme will be Theme 1.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 10, Photo card K and his second Conversation Theme will be Theme 3.

After a break in testing, eg lunch or overnight, the sequence should be resumed at the next number in column 1, *Candidate Order*. For example, if there is a break after Candidate 4, the next candidate will be Candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	12	Theme 1	P (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
2	14	Theme 1	Q (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
3	12	Theme 1	Q (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	O (Theme 2)	Theme 1
4	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
5	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	O (Theme 2)	Theme 1
6	10	Theme 1	P (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
7	17	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
8	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
9	13	Theme 1	N (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
10	15	Theme 1	O (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
11	14	Theme 1	N (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
12	13	Theme 1	Q (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
13	10	Theme 1	O (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
14	11	Theme 1	P (Theme 3)	Theme 2
		Theme 2	L (Theme 1)	Theme 3
		Theme 3	O (Theme 2)	Theme 1
15	15	Theme 1	P (Theme 3)	Theme 2
		Theme 2	L (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
16	13	Theme 1	N (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
17	16	Theme 1	O (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	L (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
19	17	Theme 1	O (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
20	10	Theme 1	P (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment

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