

GCSE GERMAN

F+H

Foundation and Higher Paper 2 Speaking

June 2019

Teacher's Booklet

- To be conducted by the teacher-examiner between 1 April and 17 May 2019.
- 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.
- 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).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2019

German
Speaking Test
Teacher's Booklet

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Part 1**ROLE-PLAY 1****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 Fremdsprachen.

- Deutsch auf deinem Stundenplan – wie oft.
- Eine normale Deutschstunde – **eine** Aktivität.
- **!**
- Deine Meinung über Fremdsprachen (**ein** Detail).
- **?** Spanisch.

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 Austauschpartner/deiner deutschen Austauschpartnerin. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1 Ask the candidate how often he/she learns German.
Wie oft lernst du Deutsch?
- 2 Allow the candidate to say how often he/she learns German.
Ask the candidate what he/she does in a normal German lesson. (Elicit **one** activity.)
Was machst du in einer normalen Deutschstunde?
- 3 Allow the candidate to say one activity he/she does in a normal German lesson.
! Ask the candidate how good his/her German is.
Wie gut ist dein Deutsch?
- 4 Allow the candidate to say how good his/her German is.
Ask the candidate for his/her opinion about foreign languages. (Elicit **one** opinion.)
Und wie findest du Fremdsprachen?
- 5 Allow the candidate to give one opinion about foreign languages.
Ich liebe Fremdsprachen!
- ?** Allow the candidate to ask you a question about Spanish.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 2

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 Umwelt.

- Eine Meinung über deine Gegend (**ein** Detail).
- Busse in deiner Stadt (**ein** Detail).
- **!**
- Recycling – was (**ein** Detail).
- **?** Umweltfreundlich.

ROLE-PLAY 2

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 for an opinion about his/her local area. (Elicit **one** opinion.)

Wie findest du deine Gegend?

- 2 Allow the candidate to give one opinion about his/her local area.

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

Und wie ist es mit den Bussen in deiner Stadt?

- 3 Allow the candidate to give one detail about the buses in his/her town.

- ! Ask the candidate how many cars his/her family has.

Wie viele Autos hat deine Familie?

- 4 Allow the candidate to say how many cars his/her family has.

Sehr gut.

Ask the candidate about recycling. (Elicit **one** detail.)

Wie ist es mit Recycling?

- 5 Allow the candidate to give one detail about recycling something.

Ich auch.

- ? Allow the candidate to ask you a question about being environmentally friendly.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a sales assistant in a computer shop in Austria and will speak first.

You should address the sales assistant 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 Computergeschäft in Österreich. Sie sprechen mit dem Verkäufer/der Verkäuferin.

- Einen Laptop für Sie.
- **!**
- Einen Laptop benutzen – wie oft.
- Ihre Meinung über neue Technologien (**ein** Detail).
- **?** Kasse.

ROLE-PLAY 3

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 Computergeschäft in Österreich. Ich bin der Verkäufer/die Verkäuferin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to say that he/she wants a laptop.
! Ask the candidate how much money he/she wants to spend on the laptop.
Wie viel Geld möchten Sie für den Laptop ausgeben?
- 3 Allow the candidate to say how much money he/she wants to spend.
 Ask the candidate how often he/she uses a laptop.
Also, dieser ist perfekt für Sie. Wie oft benutzen Sie einen Laptop?
- 4 Allow the candidate to say how often he/she uses a laptop.
 Ask the candidate for an opinion about new technologies. (Elicit **one** opinion.)
Wie finden Sie neue Technologien?
- 5 Allow the candidate to give one opinion about new technologies.
Das denke ich auch.
- ?** Allow the candidate to ask you a question about where to pay.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 4**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.

- Deine Schule (**zwei** Details).
- Transport zur Schule (**ein** Detail).
- Deine Meinung über die Mittagspause (**ein** Detail).
- **!**
- **?** Schulessen.

ROLE-PLAY 4

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 school. (Elicit **two** details.)
Also, sag mir etwas über deine Schule.
- 2 Allow the candidate to give two details about his/her school.
Ask the candidate about travelling to school.
Und wie ist es mit dem Transport zur Schule?
- 3 Allow the candidate to give one detail about travelling to school.
Ask the candidate for an opinion about the lunch break. (Elicit **one** opinion.)
Wie findest du die Mittagspause?
- 4 Allow the candidate to give one opinion about the lunch break.
! Ask the candidate how many lessons he/she has after the lunch break.
Wie viele Stunden hast du nach der Mittagspause?
- 5 Allow the candidate to say how many lessons he/she has after the lunch break.
Wir haben nur eine.
- ? Allow the candidate to ask you a question about school meals.
(Give an appropriate answer.)

Turn over ►

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

Your teacher will play the part of a receptionist in a sports centre 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 Sportzentrum.

- **Eine** Aktivität im Sportzentrum für Sie.
- Um wie viel Uhr.
- **!**
- Ihre Meinung über Fitness (**ein** Detail).
- **?** Schwimmstunden.

ROLE-PLAY 5

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 Sportzentrum. 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 what activity he/she would like to do in the sports centre.
Ask the candidate at what time.
Um wie viel Uhr?
- 3 Allow the candidate to state a time.
! Ask the candidate for his/her surname.
Alles klar. Und wie heißen Sie mit Familiennamen?
- 4 Allow the candidate to give his/her surname.
Ask the candidate his/her opinion of fitness. (Elicit **one** detail.)
Danke. Und wie finden Sie Fitness?
- 5 Allow the candidate to give his/her opinion of fitness.
Das denke ich auch.
- ?** Allow the candidate to ask you a question about swimming lessons.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 6**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 Freunde.

- Mit deinen Freunden ausgehen – wie oft.
- Deine Lieblingsaktivität mit Freunden.
- Dein bester Freund oder deine beste Freundin (**zwei** Details).
- **?** Schulfreunde.
- **!**

ROLE-PLAY 6

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 how often he/she goes out with friends.
Wie oft gehst du mit Freunden aus?
- 2 Allow the candidate to say how often he/she goes out with friends.
Ask the candidate what he/she likes doing most of all with friends. (Elicit **one** activity.)
Und was machst du am liebsten mit deinen Freunden?
- 3 Allow the candidate to state one favourite activity with friends.
Ask the candidate about his/her best friend. (Elicit **two** details.)
Sag mir etwas über deinen besten Freund oder deine beste Freundin.
- 4 Allow the candidate to give two details about a best friend.
Interessant.
- ? Allow the candidate to ask you a question about school friends.
(Give an appropriate answer.)
- 5 ! Ask the candidate what he/she thinks of Switzerland.
Und wie findest du die Schweiz?
Allow the candidate to give an opinion of Switzerland.
Das denke ich auch.

Turn over ►

ROLE-PLAY 7

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 tourist office 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 der Touristeninformation in Hamburg.

- Ein Sport-Event für Sie – was.
- Eintrittskarten – wie viele.
- **!**
- Ihre Meinung über Sport in Deutschland (**ein** Detail).
- **?** Hotels in Hamburg.

ROLE-PLAY 7

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 der Touristeninformation in Hamburg. 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 wants to visit.
Alles klar.
- 3 Allow the candidate to say how many admission tickets he/she wants.
Kein Problem.
- ! Ask the candidate how often he/she watches live sport.
Wie oft sehen Sie Live-Sport?
- 4 Allow the candidate to say how often he/she watches live sport.
Ask the candidate for an opinion about sport in Germany. (Elicit **one** opinion.)
Und wie finden Sie Sport hier in Deutschland?
- 5 Allow the candidate to give one opinion about sport in Germany.
Interessant.
- ? Allow the candidate to ask you a question about hotels in Hamburg.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Austrian 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 Österreich über Teilzeitjobs.

- Dein Teilzeitjob – wo.
- **!**
- Geld für deine Arbeit – wie viel.
- Dein Chef oder deine Chefin (**zwei** Details).
- **?** Meinung über Teilzeitjobs.

ROLE-PLAY 8

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 Österreich. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate where he/she works. (Elicit **one** detail.)
Also, wo arbeitest du?
- 2 Allow the candidate to say where he/she works.
! Ask the candidate when he/she works.
Und wann arbeitest du?
- 3 Allow the candidate to say when he/she works.
Ask the candidate about money for the job.
Wie ist es mit Geld für deine Arbeit?
- 4 Allow the candidate to say how much money he/she earns.
Ask the candidate about his/her boss. (Elicit **two** details.)
Sag mir etwas über deinen Chef oder deine Chefin.
- 5 Allow the candidate to give two details about his/her boss.
Interessant.
? Allow the candidate to ask for your opinion about part-time work.
(Give an appropriate answer.)

Turn over ►

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

Your teacher will play the part of a sales assistant in a travel agent's in Germany and will speak first.

You should address the sales assistant 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 buchen einen Urlaub in einem Reisebüro in Deutschland. Sie sprechen mit dem Verkäufer/der Verkäuferin.

- Hotel für Sie – wo.
- **!**
- Nächte – wie viele.
- **?** Fitness-Studio im Hotel.
- Ihre Lieblingsaktivität im Urlaub (**ein** Detail).

ROLE-PLAY 9

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 Reisebüro in Deutschland. Ich bin der Verkäufer/die Verkäuferin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to say where he/she would like a hotel.
! Ask the candidate for how many people.
Alles klar. Für wie viele Personen?
- 3 Allow the candidate to say for how many people.
Ask the candidate how long he/she she would like to stay.
Und wie lange möchten Sie bleiben?
- 4 Allow the candidate to say how many nights he/she would like to stay.
Kein Problem. Wir haben ein Hotel für Sie.
- ? Allow the candidate to ask a question about a gym in the hotel.
(Give an appropriate answer.)
- 5 Ask the candidate to say what his/her favourite activity on holiday is. (Elicit **one** activity.)
Und was ist Ihre Lieblingsaktivität im Urlaub?
Allow the candidate to state one favourite holiday activity.
Klingt gut.

Turn over ►

ROLE-PLAY 10**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.

- **Eine** Meinung über deine Stadt und warum (**ein** Detail).
- Klima in deiner Region (**zwei** Details).
- Du nächste Woche in der Stadt – **eine** Aktivität.
- **!**
- **?** Sportmöglichkeiten.

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 deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.*

- 1 Ask the candidate what he/she thinks about his/her town and why. (Elicit **one** reason.)
Wie findest du deine Stadt? ... Warum?
- 2 Allow the candidate to give one opinion about his/her town and one reason why.
Ask the candidate about the climate in his/her region. (Elicit **two** details.)
Sag mir etwas über das Klima in deiner Region.
- 3 Allow the candidate to give two details about the climate in his/her region.
Ask the candidate what he/she will do in the town next week. (Elicit **one** activity.)
Und was wirst du nächste Woche in der Stadt machen?
- 4 Allow the candidate to state one activity he/she will do.
! Ask the candidate about buses in his/her town and how often he/she travels by bus.
Wie sind die Busse in deiner Stadt? Wie oft fährst du mit dem Bus?
- 5 Allow the candidate to say what the buses are like in his/her town and how often he/she travels by bus.
Gut.
- ?** Allow the candidate to ask you a question about sporting possibilities.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 11

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 die Schule.

- Der Unterricht in deiner Schule (**zwei** Details).
- Das schwierigste Fach für dich und warum (**ein** Detail).
- Deine Noten im letzten Schuljahr (**ein** Detail).
- **!**
- **?** Prüfungen.

ROLE-PLAY 11

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 his/her lessons at school. (Elicit **two** details.)
Also, sag mir etwas über den Unterricht in deiner Schule.
- 2 Allow the candidate to give two details about his/her lessons.
Ask the candidate what his/her most difficult subject is and why. (Elicit **one** reason.)
Welches Fach ist für dich das schwierigste? ... Warum?
- 3 Allow the candidate to say what his/her most difficult subject is and why.
Ask the candidate about his/her grades in the last school year. (Elicit **one** detail.)
Und wie ist es mit deinen Noten im letzten Schuljahr?
- 4 Allow the candidate to give one detail about his/her grades in the last school year.
! Ask the candidate what his/her parents think about his/her grade in German.
Was denken deine Eltern über deine Note in Deutsch?
- 5 Allow the candidate to say what his/her parents think about his/her grade in German.
Interessant.
- ?** Allow the candidate to ask you a question about exams.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

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

You should address the restaurant 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 planen eine Party in einem Restaurant in Deutschland. Sie telefonieren mit dem Manager/der Managerin.

- Party für Sie im Restaurant – wann.
- **!**
- Ihr letzter Besuch in diesem Restaurant (**zwei** Details).
- Getränke für die Gäste (**ein** Detail).
- **?** Partymusik.

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 sind in Deutschland und telefonieren mit einem Restaurant. Ich bin der Manager/die Managerin.*

- 1 Greet the candidate and ask how you can help.
Guten Tag. Wie kann ich Ihnen helfen?
- 2 Allow the candidate to say when he/she wants to hold a party in the restaurant.
! Ask the candidate what he/she is celebrating.
Kein Problem. Was feiern Sie?
- 3 Allow the candidate to say what he/she is celebrating.
Ask the candidate about his/her last visit to this restaurant. (Elicit **two** details.)
Wie war Ihr letzter Besuch hier bei uns?
- 4 Allow the candidate to give two details about his/her last visit to this restaurant.
Ask the candidate about drinks for the guests.
Wie ist es mit den Getränken für die Gäste?
- 5 Allow the candidate to give one detail about drinks for the guests.
Alles klar.
- ? Allow the candidate to ask you a question about the party music.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 13

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 Arbeit und die Zukunft.

- Dein Teilzeitjob – seit wann.
- Teilzeitjobs – **ein** Nachteil.
- Deine Arbeit letztes Wochenende – **eine** Aktivität.
- **!**
- **?** Geld verdienen.

ROLE-PLAY 13

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 how long he/she has had a part-time job.
Seit wann hast du einen Teilzeitjob?
- 2 Allow the candidate to say how long he/she has had his/her part-time job.
Ask the candidate about a disadvantage of part-time work.
Was ist ein Nachteil von Teilzeitjobs?
- 3 Allow the candidate to give one disadvantage of part-time work.
Ask the candidate what he/she did at work last weekend. (Elicit **one** activity.)
Was hast du letztes Wochenende bei der Arbeit gemacht?
- 4 Allow the candidate to say one activity that he/she did at work last weekend.
! Ask the candidate what a good boss is like. (Elicit **one** detail.)
Wie ist ein guter Chef oder eine gute Chefin?
- 5 Allow the candidate to give one characteristic of a good boss.
Interessant.
- ? Allow the candidate to ask you a question about earning money.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 14

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a sales assistant in a computer shop in Germany and will speak first.

You should address the sales assistant 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 Computergeschäft in Deutschland. Sie sprechen mit dem Verkäufer/der Verkäuferin.

- Ein Tablet für Sie (**ein** Detail).
- Der richtige Preis für Sie.
- **?** Sonderangebot.
- **!**
- Ihr Tablet in der Zukunft benutzen – wie (**ein** Detail).

ROLE-PLAY 14

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 Computergeschäft in Deutschland. Ich bin der Verkäufer/die Verkäuferin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to give one detail about the tablet that he/she wants to buy.
Ask the candidate about the price.
Und wie ist es mit dem Preis?
- 3 Allow the candidate to give a preferred price.
Alles klar.
- ? Allow the candidate to ask a question about special offers.
(Give an appropriate response.)
- 4 ! Ask the candidate how much time he/she spends on the computer.
Wie viel Zeit verbringen Sie am Computer?
- 5 Allow the candidate to say how much time he/she spends on the computer.
Aha.
Ask the candidate how he/she will use the tablet. (Elicit **one** detail.)
Also, wie werden Sie Ihr neues Tablet benutzen?
Allow the candidate to give one detail about his/her intended use of the tablet.
Ach so.

Turn over ►

ROLE-PLAY 15**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an animal shelter manager 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 möchten freiwillig in einem Tierheim in Österreich arbeiten. Sie sprechen mit dem Manager/der Managerin.

- Freiwillige Arbeit im Tierheim – warum (**ein** Detail).
- Ihre letzte freiwillige Arbeit – was (**ein** Detail).
- **?** Arbeitstag.
- Ihr Transport zum Tierheim.
- **!**

ROLE-PLAY 15

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 Tierheim in Österreich. Ich bin der Manager/die Managerin.*

- 1 Ask the candidate why he/she wants to work in the animal shelter. (Elicit **one** reason.)

Also, warum möchten Sie hier im Tierheim arbeiten?

- 2 Allow the candidate to give one reason for working in the animal shelter.

Ask the candidate about the last voluntary work that he/she did. (Elicit **one** detail.)

Sagen Sie mir etwas über Ihre letzte freiwillige Arbeit.

Allow the candidate to give one detail about what he/she did last as voluntary work.

Sehr nützlich.

- 3 ? Allow the candidate to ask you a question about the working day.

(Give an appropriate answer.)

- 4 Ask the candidate how he/she will get to the animal shelter.

Und wie kommen Sie zum Tierheim?

Allow the candidate to say how he/she will get to the animal shelter.

Sehr gut.

- 5 ! Ask the candidate when he/she can start work.

Wann können Sie mit der Arbeit beginnen?

Allow the candidate to say when he/she can start work.

Alles klar.

Turn over ►

ROLE-PLAY 16**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.

- **Eine** Meinung über die Gebäude an deiner Schule und warum (**ein** Detail).
- Deine Schule jetzt und deine Grundschule – **ein** Unterschied.
- **!**
- Letzte Mittagspause – **eine** Aktivität.
- **?** Aktivitäten nach der Schule.

ROLE-PLAY 16

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 what he/she thinks about the school buildings and why. (Elicit **one** reason.)

Wie findest du die Gebäude an deiner Schule?... Warum?

- 2** Allow the candidate to give one opinion about the buildings at his/her school and one reason why.

Ask the candidate to give one difference between his/her current school and primary school.

Gib mir einen Unterschied zwischen deiner Schule jetzt und deiner Grundschule.

- 3** Allow the candidate to state one difference between his/her current school and primary school.

- !** Ask the candidate what the canteen is like at his/her school and how often he/she buys food at school.

Wie ist die Kantine an deiner Schule? Wie oft kaufst du Essen in der Schule?

- 4** Allow the candidate to say what the canteen is like at his/her school and how often he/she buys food at school.

Ask the candidate about the last lunch break. (Elicit **one** activity.)

Sag mir etwas über die letzte Mittagspause.

- 5** Allow the candidate to state one activity in the last lunch break.

Schön.

- ?** Allow the candidate to ask you a question about activities after school.

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 17**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee in a bike hire shop in Switzerland 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 einer Fahrradvermietung in der Schweiz. Sie sprechen mit dem Angestellten/mit der Angestellten.

- Fahrrad für Sie – wann.
- **!**
- Mit dem Fahrrad – wohin und warum.
- Ihre letzte Radtour (**ein** Detail).
- **?** Fahrrad zurück.

ROLE-PLAY 17

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 Fahrradvermietung in der Schweiz. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to say he/she would like to hire a bicycle and when.
! Ask the candidate how many bicycles he/she needs and what colour he/she would like.
Wie viele Fahrräder brauchen Sie? Und welche Farbe möchten Sie?
- 3 Allow the candidate to say how many bicycles he/she needs and what colour he/she would like.
Ask the candidate where he/she is going to cycle and why. (Elicit **one** reason.)
Und wohin möchten Sie fahren? ... Warum?
- 4 Allow the candidate to say where he/she is going to cycle and one reason why.
Sehr schön.
Ask the candidate about the last time he/she went cycling. (Elicit **one** detail.)
Sagen Sie mir etwas über Ihre letzte Radtour.
- 5 Allow the candidate to give one detail about the last time he/she went cycling.
Klingt gut!
- ?** Allow the candidate to ask you a question about bringing the bicycle(s) back.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 18**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 Weihnachten.

- Deine Meinung über Weihnachten und warum (**ein** Detail).
- Dein Essen in der Weihnachtszeit (**zwei** Details).
- Deine letzten Weihnachtsferien – **eine** Aktivität.
- **!**
- **?** Weihnachten in Deutschland.

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 deutschen Austauschpartner/deiner deutschen Austauschpartnerin. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1 Ask the candidate what he/she thinks of Christmas and why. (Elicit **one** reason.)
Also, wie findest du Weihnachten? ... Warum?
- 2 Allow the candidate to give one opinion about Christmas and one reason why.
Ask the candidate about his/her eating habits in the Christmas period. (Elicit **two** details.)
Und wie ist es mit dem Essen in der Weihnachtszeit?
- 3 Allow the candidate to give two details about his/her eating habits in the Christmas period.
Ask the candidate what he/she did in the last Christmas holiday. (Elicit **one** activity.)
Was hast du in den letzten Weihnachtsferien gemacht?
- 4 Allow the candidate to state one activity that he/she did in the last Christmas holiday.
! Ask the candidate what the weather is like in December. (Elicit **one** detail.)
Wie ist das Wetter normalerweise im Dezember?
- 5 Allow the candidate to give one detail about the weather in December.
In Deutschland ist es sehr kalt.
- ? Allow the candidate to ask a question about Christmas in Germany.
(Give an appropriate response.)

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 **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?
- Wie findest du Hausaufgaben? ... Warum?
- Welche Hausaufgaben wirst du heute Abend machen?

CARD A
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 candidates 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 Hausaufgaben? ... Warum?
- Welche Hausaufgaben wirst du heute Abend machen?
- Was lernst du gern in der Schule? ... Warum?
- Wie kann das Internet mit der Schularbeit helfen?

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 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 **technology in everyday life**.



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 Handys? ... Warum?
- Was hast du in letzter Zeit mit deinem Handy gemacht?

CARD B
TEACHER'S NOTES

Theme: Identity and culture

Topic: Technology in everyday life

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 candidates 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 Handys? ... Warum?
- Was hast du in letzter Zeit mit deinem Handy gemacht?
- Was ist deine Lieblingsapp? ... Warum?
- Wie oft benutzt du soziale Netzwerke?

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 **global 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 macht deine Familie für die Umwelt?
- Wie wirst du in der Zukunft der Umwelt helfen?

CARD C
TEACHER'S NOTES

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

Topic: Global 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 candidates 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 macht deine Familie für die Umwelt?
- Wie wirst du in der Zukunft der Umwelt helfen?
- Wie findest du die Umwelt in deiner Stadt? ... Warum?
- Fährst du oft mit dem Auto? ... 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 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 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 **life at school/college**.



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 Sport in der Schule? ... Warum?
- Was hast du letzte Woche in der Pause gemacht?

CARD D
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school/college

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 candidates 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 Sport in der Schule? ... Warum?
- Was hast du letzte Woche in der Pause gemacht?
- Was ist dein Lieblingsessen in der Schule?
- Welche Schulregeln findest du gut? ... 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 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 **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 Wintersport? ... Warum?
- Was hast du in den letzten Winterferien gemacht?

CARD E
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 candidates 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 Wintersport? ... Warum?
- Was hast du in den letzten Winterferien gemacht?
- Was machst du gern in den Sommerferien?
- Was ist dein Lieblingsland? ... 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 **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 Actionfilme? ... Warum?
- Welchen Film hast du neulich gesehen?

CARD F
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 candidates 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 Actionfilme? ... Warum?
- Welchen Film hast du neulich gesehen?
- Wie oft sieht deine Familie Filme zu Hause?
- Was ist deine Lieblingssendung im Fernsehen? ... 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 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 **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?
- Wie findest du die Arbeit in einem Geschäft? ... Warum?
- Was möchtest du in der Zukunft als Job machen? ... Warum?

CARD G
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 candidates 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 die Arbeit in einem Geschäft? ... Warum?
- Was möchtest du in der Zukunft als Job machen? ... Warum?
- Wann arbeiten deine Eltern?
- Hast du einen Teilzeitjob? ... 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 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 **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?
- Wie findest du dein Haus? ... Warum?
- Was wirst du heute Abend zu Hause machen?

CARD H
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 candidates 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 dein Haus? ... Warum?
- Was wirst du heute Abend zu Hause machen?
- Wie sind deine Nachbarn?
- Was gibt es für junge Leute in deiner Gegend?

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 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 **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 Musik? ... Warum?
- Möchtest du ein Instrument lernen? ... Warum (nicht)?

CARD I
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 candidates 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 Musik? ... Warum?
- Möchtest du ein Instrument lernen? ... Warum (nicht)?
- Wo hörst du deine Musik?
- Was für Musik hören deine Eltern?

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 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 **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?
- Wo ist der beste Ort, um Hausaufgaben zu machen? ... Warum?
- Wie hast du für diese Deutschprüfung gelernt?

CARD J
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 candidates 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?
- Wo ist der beste Ort, um Hausaufgaben zu machen? ... Warum?
- Wie hast du für diese Deutschprüfung gelernt?
- Wie wichtig ist es, eine Fremdsprache zu lernen? ... Warum?
- Welches Schulfach wirst du nächstes Jahr nicht mehr machen? ... 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**
- **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 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 **technology in everyday life**.



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 wichtig ist es für Kinder, ein Handy zu haben? ... Warum?
- Wie hast du in letzter Zeit dein Handy benutzt?

CARD K
TEACHER'S NOTES

Theme: Identity and culture

Topic: Technology in everyday life

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 candidates 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?
- Wie wichtig ist es für Kinder, ein Handy zu haben? ... Warum?
- Wie hast du in letzter Zeit dein Handy benutzt?
- Welche Probleme kann es mit Handys geben?
- Was wirst du heute Abend in den sozialen Netzwerken 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

- **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 **global 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?
- Wie wichtig ist dir die Umwelt? ... Warum?
- Was hat deine Familie in letzter Zeit für die Umwelt gemacht?

CARD L
TEACHER'S NOTES

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

Topic: Global 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 candidates 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?
- Wie wichtig ist dir die Umwelt? ... Warum?
- Was hat deine Familie in letzter Zeit für die Umwelt gemacht?
- Kann man ohne ein Auto leben?
- Wie könntest du umweltfreundlicher sein?

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 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 **life at school/college**.



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 wichtig ist Sport in der Schule? ... Warum?
- Was für Sport hast du in der Grundschule gemacht?

CARD M
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school/college

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 candidates 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?
- Wie wichtig ist Sport in der Schule? ... Warum?
- Was für Sport hast du in der Grundschule gemacht?
- Wie findest du die Turnhalle in deiner Schule? ... Warum?
- Was möchtest du in deiner nächsten Sportstunde machen? ... 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 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 **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 Vor- oder Nachteile von einem Skiurlaub?
- Was wirst du in den nächsten Winterferien machen?

CARD N
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 candidates 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 Vor- oder Nachteile von einem Skiurlaub?
- Was wirst du in den nächsten Winterferien machen?
- Wie wichtig ist dir das Wetter im Urlaub? ... Warum?
- Wie war dein letzter Urlaub?

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 **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?
- Welches Essen kauft deine Familie normalerweise im Kino?
- Wie war dein letzter Kinobesuch?

CARD O
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 candidates 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 Essen kauft deine Familie normalerweise im Kino?
- Wie war dein letzter Kinobesuch?
- Was ist besser: Actionfilme oder Liebesfilme? ... Warum?
- Was wirst du diese Woche im Fernsehen sehen?

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 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 **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?
- Willst du in einem Geschäft arbeiten? ... Warum (nicht)?
- Was wolltest du als Beruf machen, als du klein warst?

CARD P
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 candidates 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?
- Willst du in einem Geschäft arbeiten? ... Warum (nicht)?
- Was wolltest du als Beruf machen, als du klein warst?
- Ist es dir wichtig, viel Geld zu verdienen? ... Warum (nicht)?
- Möchtest du nächstes Jahr einen Teilzeitjob 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**
- **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 **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 sind die Vor- oder Nachteile von deinem Haus?
- Was hast du in letzter Zeit zu Hause gemacht?

CARD Q
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 candidates 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 Vor- oder Nachteile von deinem Haus?
- Was hast du in letzter Zeit zu Hause gemacht?
- Wie kommst du mit deinen Nachbarn aus? ... Warum?
- Möchtest du auch später in deiner Gegend wohnen? ... 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 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 **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 dir wichtig, Musik zu hören? ... Warum (nicht)?
- Wann hast du in letzter Zeit Musik gekauft?

CARD R
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 candidates 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 dir wichtig, Musik zu hören? ... Warum (nicht)?
- Wann hast du in letzter Zeit Musik gekauft?
- Was ist besser: Popmusik oder klassische Musik? ... Warum?
- Welche Band möchtest du in der Zukunft 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 ►

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 5, Photo card B and her second Conversation Theme will be Theme 2.

Example 2 – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 1, Photo card G and his second Conversation Theme will be Theme 1.

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	5	Theme 1	C (Theme 2)	Theme 3
		Theme 2	A (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
2	9	Theme 1	D (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
3	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	I (Theme 1)	Theme 2
4	7	Theme 1	A (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
5	3	Theme 1	D (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
6	1	Theme 1	H (Theme 2)	Theme 3
		Theme 2	G (Theme 3)	Theme 1
		Theme 3	I (Theme 1)	Theme 2
7	2	Theme 1	A (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	E (Theme 2)	Theme 1
8	8	Theme 1	D (Theme 3)	Theme 2
		Theme 2	F (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1

Turn over ►

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

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 11, Photo card L 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 14, Photo card P and his second Conversation Theme will be Theme 1.

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	11	Theme 1	M (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
2	15	Theme 1	J (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
4	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	M (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
6	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
7	12	Theme 1	J (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	17	Theme 1	M (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1

Turn over ►

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	10	Theme 1	P (Theme 3)	Theme 2
		Theme 2	R (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
10	12	Theme 1	M (Theme 3)	Theme 2
		Theme 2	O (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
11	16	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
12	18	Theme 1	J (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
13	10	Theme 1	M (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
15	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
16	13	Theme 1	L (Theme 2)	Theme 3
		Theme 2	M (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
17	14	Theme 1	N (Theme 2)	Theme 3
		Theme 2	J (Theme 3)	Theme 1
		Theme 3	O (Theme 1)	Theme 2
18	15	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2
19	18	Theme 1	P (Theme 3)	Theme 2
		Theme 2	R (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
20	12	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	R (Theme 1)	Theme 2

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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