



GCSE GERMAN

F+H

Foundation and Higher Paper 2 Speaking Sample assessment material Set 2

Teacher's Booklet

- To be conducted by the teacher-examiner between XX April and XX May 2026
- Time allowed: 7-9 minutes at Foundation (+ 15 minutes' supervised preparation time)
10-12 minutes at Higher (+ 15 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 card, **one** Reading aloud task and **one** Photo card.
- The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card, Reading aloud task and Photo card to give to each candidate.
- Candidates may make notes during the preparation time for use during the test and they may use these notes at any time during the test.
- You are expected to give candidates the opportunity to respond fully to all tasks bearing in mind the recommended length of each task (as specified below) to ensure that each candidate is able to access the maximum number of marks available.
- Timing of the test for each candidate will start when you begin the Role-play using the introductory text in the Teacher's role. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

Information

The test consists of three parts:

- **Part 1:** a Role-play card (recommended to last between one and one and a half minutes at Foundation and Higher tiers).
- **Part 2:** a Reading aloud text and short conversation based on the topic of the text (recommended to last between two and two and a half minutes in total at Foundation tier and between three and three and a half minutes in total at Higher tier).
- **Part 3:** discussion of a Photo card containing two photos (recommended to last between four and five minutes in total at Foundation tier and between six and seven minutes in total at Higher tier).

Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
Sample assessment material Set 2

German
Speaking Test

Teacher's Booklet

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Sequence charts

Foundation tier

Higher tier

Summary of recommended lengths for each part of the speaking test

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately 1 minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately 1.5 minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
TOTAL	7-9 minutes	10-12 minutes

There is no material on this page

Part 1 – Role-plays

ROLE-PLAY 1 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do for your health.
- 2** Say what your favourite food is. (Give **one** detail.)
- ? **3** Ask your friend a question about restaurants.
- 4** Say how often you eat fast food.
- 5** Give **one** opinion about the food at school.

ROLE-PLAY 1 (FOUNDATION TIER)
TEACHER'S ROLE

- You begin the role-play.
 - You should address the candidate as *du*.
 - You must read out the teacher's role shown below in italics **without any changes**.
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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 they do for their health. <i>Was machst du für deine Gesundheit?</i> Allow the candidate to say one activity they do for their health.
2		Ask the candidate what their favourite food is. <i>Was ist dein Lieblingsessen?</i> Allow the candidate to give one detail about their favourite food.
3	?	<i>Interessant.</i> Allow the candidate to ask a question about restaurants. <i>(Give an appropriate response.)</i>
4		Ask the candidate how often they eat fast food. <i>Wie oft isst du Fastfood?</i> Allow the candidate to say how often they eat fast food.
5		Ask the candidate what they think about the food at school. <i>Wie findest du das Essen in der Schule?</i> Allow the candidate to give one opinion about the food at school. <i>Das stimmt.</i>

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

1 Say where you work at the weekend. (Give **one** detail.)

2 Say how you go to work. (Give **one** detail.)

3 Say **one** thing about your working hours.

4 Give **one** opinion about your job.

? 5 Ask your friend a question about money.

ROLE-PLAY 2 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 they work at the weekend. <i>Wo arbeitest du am Wochenende?</i> Allow the candidate to give one detail about where they work at the weekend.
2		Ask the candidate how they go to work. <i>Und wie kommst du zur Arbeit?</i> Allow the candidate to give one detail about how they go to work.
3		Ask the candidate about their working hours. <i>Wie sind die Arbeitszeiten?</i> Allow the candidate to say one thing about their working hours.
4		Ask the candidate what they think about their job. <i>Wie findest du deinen Job?</i> Allow the candidate to give one opinion about their job.
5	?	<i>Interessant.</i> Allow the candidate to ask a question about money. <i>(Give an appropriate response.)</i>

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do after school.
- ? 2** Ask your friend a question about films.
- 3** Say how often you go to the cinema.
- 4** Say who you go shopping with. (Give **one** detail.)
- 5** Give **one** opinion about the shops in your town.

ROLE-PLAY 3 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 what they do after school. <i>Was machst du nach der Schule?</i> Allow the candidate to say one activity they do after school.
2	?	<i>Interessant.</i> Allow the candidate to ask a question about films. <i>(Give an appropriate response.)</i>
3		Ask the candidate how often they go to the cinema. <i>Wie oft gehst du ins Kino?</i> Allow the candidate to say how often they go to the cinema.
4		Ask the candidate who they go shopping with. <i>Mit wem gehst du einkaufen?</i> Allow the candidate to give one detail about who they go shopping with.
5		Ask the candidate what they think about the shops in their town. <i>Wie findest du die Geschäfte in deiner Stadt?</i> Allow the candidate to give one opinion about the shops in their town. <i>Sehr gut.</i>

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say what your favourite month is.
- 2** Say **one** thing about the weather today.
- ? **3** Ask your friend a question about holidays.
- 4** Say **one** activity you do in the holidays.
- 5** Say who you spend time with at the weekend. (Give **one** detail.)

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 their favourite month is. <i>Was ist dein Lieblingsmonat?</i> Allow the candidate to say what their favourite month is.
2		Ask the candidate about the weather today. <i>Sag mir etwas über das Wetter heute.</i> Allow the candidate to say one thing about the weather today.
3	?	<i>Interessant.</i> Allow the candidate to ask a question about holidays. <i>(Give an appropriate response.)</i>
4		Ask the candidate what they do in the holidays. <i>Was machst du in den Ferien?</i> Allow the candidate to say one activity they do in the holidays.
5		Ask the candidate who they spend time with at the weekend. <i>Mit wem verbringst du Zeit am Wochenende?</i> Allow the candidate to give one detail about who they spend time with at the weekend. <i>Alles klar.</i>

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do on the computer.
- 2** Say **one** place where you use technology.
- 3** Give **one** opinion about mobile phones.
- 4** Say when you use social media. (Give **one** detail.)

? 5 Ask your friend a question about apps.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 what they do on the computer. <i>Was machst du am Computer?</i> Allow the candidate to say one activity they do on the computer.
2		Ask the candidate where they use technology. <i>Und wo benutzt du Technologie?</i> Allow the candidate to say one place where they use technology.
3		Ask the candidate what they think about mobile phones. <i>Wie findest du Handys?</i> Allow the candidate to give one opinion about mobile phones.
4		Ask the candidate when they use social media. <i>Wann benutzt du die sozialen Medien?</i> Allow the candidate to give one detail about when they use social media.
5	?	<i>Interessant.</i> Allow the candidate to ask a question about apps. <i>(Give an appropriate response.)</i>

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** place you go in your local area.
- 2** Give **one** opinion about your town.
- 3** Say **one** environmental problem in your local area.
- 4** Say **one** thing you do for the environment.

? 5 Ask your friend a question about transport.

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 where they go in their local area. <i>Wohin gehst du in deiner Gegend?</i> Allow the candidate to say one place they go to in the local area.
2		Ask the candidate what they think about their town. <i>Und wie findest du deine Stadt?</i> Allow the candidate to give one opinion about their town.
3		Ask the candidate about an environmental problem in their local area. <i>Was ist ein Umweltproblem in deiner Gegend?</i> Allow the candidate to say one environmental problem in their local area.
4		Ask the candidate what they do for the environment. <i>Was machst du für die Umwelt?</i> Allow the candidate to say one thing they do for the environment.
5	?	<i>Sehr gut.</i> Allow the candidate to ask a question about transport. <i>(Give an appropriate response.)</i>

ROLE-PLAY 7 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say what you do to stay healthy. (Give **two** details.)
- ? **2** Ask your friend a question about healthy eating.
- 3** Say what you think about alcohol and why. (Give **one** opinion and **one** reason.)
- 4** Say what sport you have done recently. (Give **two** details.)
- 5** Give **one** positive aspect of going to the gym.

ROLE-PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 they do to stay healthy. <i>Was machst du, um gesund zu bleiben?</i> Allow the candidate to give two details about what they do to stay healthy.
2	?	<i>Sehr gut.</i> Allow the candidate to ask a question about healthy eating. <i>(Give an appropriate response.)</i>
3		Ask the candidate what they think about alcohol and why. <i>Wie findest du Alkohol? ... Warum?</i> Allow the candidate to say what they think about alcohol. (Elicit one opinion and one reason.)
4		Ask the candidate what sport they have done recently. <i>Was für Sport hast du in letzter Zeit gemacht?</i> Allow the candidate to give two details about sport they have done recently.
5		Ask the candidate about a positive aspect of going to the gym. <i>Was ist ein positiver Aspekt von dem Fitness-Studio?</i> Allow the candidate to give one positive aspect of going to the gym. <i>Das stimmt.</i>

ROLE-PLAY 8 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

1 Say where you live. (Give **two** details.)

2 Describe the weather yesterday. (Give **two** details.)

3 Say what your favourite place in town is and why. (Give **one** place and **one** reason.)

4 Give **one** negative aspect of living in a town.

? 5 Ask your friend a question about what they do for the environment.

ROLE-PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 they live. <i>Wo wohnst du?</i> Allow the candidate to give two details about where they live.
2		Ask the candidate what the weather was like yesterday. <i>Und wie war das Wetter gestern?</i> Allow the candidate to give two details about the weather yesterday.
3		Ask the candidate what their favourite place in town is and why. <i>Was ist dein Lieblingsort in der Stadt? ... Warum?</i> Allow the candidate to say what their favourite place in town is and why. (Elicit one place and one reason.)
4		Ask the candidate about a negative aspect of living in a town. <i>Was ist ein negativer Aspekt von dem Leben in der Stadt?</i> Allow the candidate to give one negative aspect of living in a town.
5	?	<i>Das stimmt.</i> Allow the candidate to ask a question about what they do for the environment. <i>(Give an appropriate response.)</i>

ROLE-PLAY 9 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say **one** activity you do in your free time and when.
- 2** Say what you think about sport and why. (Give **one** opinion and **one** reason.)
- 3** Give **one** negative aspect of watching television.
- ? **4** Ask your friend a question about listening to music.
- 5** Describe your plans for next week. (Give **two** details.)

ROLE-PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 what they do in their free time and when. <i>Was machst du in deiner Freizeit? ... Und wann?</i> Allow the candidate to say one activity they do in their free time and when.
2		Ask the candidate what they think about sport and why. <i>Und wie findest du Sport? ... Warum?</i> Allow the candidate to say what they think about sport and why. (Elicit one opinion and one reason.)
3		Ask the candidate about a negative aspect of watching television. <i>Was ist ein negativer Aspekt vom Fernsehen?</i> Allow the candidate to give one negative aspect of watching television.
4	?	<i>Das stimmt.</i> Allow the candidate to ask a question about listening to music. <i>(Give an appropriate response.)</i>
5		Ask the candidate about their plans for next week. <i>Was sind deine Pläne für nächste Woche?</i> Allow the candidate to give two details about their plans for next week. <i>Alles klar.</i>

ROLE-PLAY 10 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say what you think about school and why. (Give **one** opinion and **one** reason.)
- ? **2** Ask your friend a question about a school subject.
- 3** Describe your plans for next year. (Give **two** details.)
- 4** Say what you do with your money. (Give **two** details.)
- 5** Give **one** negative aspect of having a job.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 they think about school and why. <i>Wie findest du die Schule? ... Warum?</i> Allow the candidate to say what they think about school and why. (Elicit one opinion and one reason.)
2	?	<i>Interessant.</i> Allow the candidate to ask a question about a school subject. <i>(Give an appropriate response.)</i>
3		Ask the candidate about their plans for next year. <i>Was sind deine Pläne für nächstes Jahr?</i> Allow the candidate to give two details about their plans for next year.
4		Ask the candidate what they do with their money. <i>Was machst du mit deinem Geld?</i> Allow the candidate to give two details about what they do with their money.
5		Ask the candidate about a negative aspect of having a job. <i>Was ist ein negativer Aspekt von einem Job?</i> Allow the candidate to give one negative aspect of having a job. <i>Das stimmt.</i>

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say how you use your mobile phone. (Give **two** details.)
- 2** Give **one** negative aspect of technology.
- ? **3** Ask your friend a question about technology in school.
- 4** Say what you have done recently on a computer. (Give **two** details.)
- 5** Say what you think about online shopping and why. (Give **one** opinion and **one** reason.)

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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 how they use their mobile phone. <i>Wie benutzt du dein Handy?</i> Allow the candidate to give two details about how they use their mobile phone.
2		Ask the candidate about a negative aspect of technology. <i>Was ist ein negativer Aspekt von Technologie?</i> Allow the candidate to give one negative aspect of technology.
3	?	<i>Das stimmt.</i> Allow the candidate to ask a question about technology in school. <i>(Give an appropriate response.)</i>
4		Ask the candidate what they have done recently on a computer. <i>Was hast du in letzter Zeit am Computer gemacht?</i> Allow the candidate to give two details about what they have done recently on a computer.
5		Ask the candidate what they think about online shopping and why. <i>Wie findest du online Einkaufen? ... Warum?</i> Allow the candidate to say what they think about online shopping and why. (Elicit one opinion and one reason.) <i>Interessant.</i>

ROLE-PLAY 12 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Give **one** positive aspect of the school holidays.
- 2** Say where you go in the school holidays. (Give **two** details.)
- 3** Say what sort of weather you like. (Give **two** details.)
- 4** Describe the last school holidays. (Give **two** details.)
- ? 5** Ask your friend a question about going abroad.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		Ask the candidate about a positive aspect of the school holidays. <i>Was ist ein positiver Aspekt von den Schulferien?</i> Allow the candidate to give one positive aspect of the school holidays.
2		Ask the candidate where they go in the school holidays. <i>Wohin gehst du in den Schulferien?</i> Allow the candidate to give two details about where they go in the school holidays.
3		Ask the candidate what sort of weather they like. <i>Was für Wetter magst du?</i> Allow the candidate to give two details about what sort of weather they like.
4		Ask the candidate about the last school holidays. <i>Sag mir etwas über die letzten Schulferien.</i> Allow the candidate to give two details about the last school holidays.
5	?	<i>Interessant.</i> Allow the candidate to ask a question about going abroad. <i>(Give an appropriate response.)</i>

Part 2 – Reading aloud

FOUNDATION TIER

CANDIDATE'S CARD

Reading aloud Task 1

When your teacher asks you, read aloud the following text **in German**.

Meine Schule ist sehr groß und modern.

Die meisten Klassenzimmer haben einen Computer.

Es gibt auch eine neue Kantine mit billigen Preisen.

Hier kaufe ich etwas zu essen oder trinken.

Dann beginnt die nächste Stunde.

You will then be asked four questions **in German** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 1**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was lernst du in der Schule?
- Wie findest du die Klassenzimmer in deiner Schule?
- Wie oft gehst du in die Schulkantine?
- Was trinkst du in der Pause?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 2**

When your teacher asks you, read aloud the following text **in German**.

Mein Bruder ist klein.

Seine Haare sind lang und braun.

Ich habe eine Stiefschwester.

Sie ist fünfzehn Jahre alt und nett.

Mein Vater ist musikalisch und spielt in einer Band.

Ich gehe mit Freunden ins Kino.

You will then be asked four questions **in German** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 2**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie alt bist du?
- Kannst du dich beschreiben?
- Was für eine Person ist dein bester Freund oder deine beste Freundin?
- Wann gehst du mit Freunden aus?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 3**

When your teacher asks you, read aloud the following text **in German**.

Am Dienstag gehe ich ins Fitness-Studio.

Das finde ich extrem schwer.

Aber es ist gut für die Gesundheit.

Zu Hause spiele ich mit meinem Bruder am Computer.

Er hört oft Musik.

Das ist so laut.

You will then be asked four questions **in German** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 3**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft spielst du am Computer?
- Wie findest du Lesen?
- Was machst du am Wochenende mit Freunden?
- Was für Musik hörst du gern?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 4**

When your teacher asks you, read aloud the following text **in German**.

Dieser Star ist sehr aktiv.

Er spielt für eine gute Mannschaft in Deutschland.

Er kann mit dem Ball schnell laufen.

Im Internet hat er viele Fans aus der ganzen Welt.

Ich finde Sport aber langweilig.

You will then be asked four questions **in German** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 4**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Beschreib deinen Lieblingsfilmstar.
- Wie oft siehst du Filme im Internet?
- Wie findest du Musik?
- Welche sozialen Medien benutzt du?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 5**

When your teacher asks you, read aloud the following text **in German**.

Die Schulferien im Dezember sind zwei Wochen lang.

Das Wetter ist kalt aber auch so schön.

Es schneit oft in den Bergen.

Dort kann man viel Sport machen.

Ja, der Winter ist die beste Zeit.

You will then be asked four questions **in German** that relate to the topic of **Travel and tourism, including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 5**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du die Schulferien?
- Was machst du im Winter?
- Was gibt es in deiner Stadt zu sehen?
- Was sind die besten Aktivitäten im Sommer?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 6**

When your teacher asks you, read aloud the following text **in German**.

Das Leben in der Stadt ist gut für junge Leute.
Es gibt jeden Monat einen neuen Film im Kino.
Am Samstag kann man ein Spiel im Stadion sehen.
Es ist langweilig, auf dem Land zu wohnen.

You will then be asked four questions **in German** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 6**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft gehst du in die Stadt?
- Was kaufst du gern?
- Mit wem gehst du ins Kino?
- Wie findest du den Winter hier?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 7**

When your teacher asks you, read aloud the following text **in German**.

Meine Eltern wohnen seit zwanzig Jahren zusammen und sind immer noch glücklich.

Deswegen habe ich nicht vor zu heiraten.

Ich finde eine Hochzeit in einer Kirche ein bisschen traditionell.

Am Strand ist es bestimmt schöner.

Ich werde Kinder haben, wenn ich älter bin.

Zuerst werde ich das Leben mit Freunden genießen.

You will then be asked four questions **in German** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 7**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was kann man mit Freunden machen?
- Wie ist ein guter Freund oder eine gute Freundin?
- Beschreib deinen idealen Partner oder deine ideale Partnerin.
- Wie findest du Heiraten?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 8**

When your teacher asks you, read aloud the following text **in German**.

In den meisten Ländern von Europa muss man in der Schule eine Fremdsprache lernen.

Die jungen Leute wissen, dass Englisch ein wichtiges Fach ist.

Es hilft natürlich, um einen guten Beruf zu bekommen und mehr Geld zu verdienen.

Man hat auch die Gelegenheit, zu reisen und neue Kulturen zu erleben.

You will then be asked four questions **in German** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 8**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was muss man in deiner Schule lernen?
- Wie findest du Fremdsprachen?
- Sag mir etwas über Hausaufgaben.
- Wie wichtig ist Geld für dich?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 9**

When your teacher asks you, read aloud the following text **in German**.

Gestern bin ich ins Kino gegangen, wo ich einen Krimi gesehen habe.

Der Film ist wirklich beliebt, und es gab eine Menge Zuschauer dort.

Die Karten waren aber teuer.

Man kann hier joggen, was billiger ist.

Außerdem ist es gut für die Gesundheit.

Die Landschaft in der Region ist auch hübsch.

You will then be asked four questions **in German** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 9**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft gehst du ins Kino?
- Sag mir etwas über dein Lieblingsbuch.
- Was ist deine Meinung über Joggen?
- Was machst du normalerweise am Wochenende?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 10**

When your teacher asks you, read aloud the following text **in German**.

In den sozialen Medien kann man viel über bekannte Leute lesen.

Die Stars können einen großen Einfluss auf Jugendliche haben, und das ist manchmal gefährlich.

Ich folge einigen Rockstars online und ich finde ihr Leben nicht nur interessant, sondern auch wirklich aufregend.

Aber ich glaube nicht alles, was ich lese.

You will then be asked four questions **in German** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 10**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft benutzt du die sozialen Medien?
- Welchen Stars folgen junge Leute online?
- Was sind die positiven Aspekte von Musik?
- Wie findest du Mode?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 11**

When your teacher asks you, read aloud the following text **in German**.

Viele Familien fahren in den Sommerferien ins Ausland.

Die Preise sind hoch, aber sie freuen sich auf die Reise.

Um Geld zu sparen, müssen wir häufig zu Hause bleiben.

Aber andere Jugendliche wohnen in der Nähe, und wir spielen oft draußen.

Geld ist nicht immer nötig, um sich zu amüsieren.

You will then be asked four questions **in German** that relate to the topic of **Travel and tourism, including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 11**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du den Sommer?
- Was gibt es in deiner Gegend für Jugendliche?
- Was machst du in den Winterferien?
- Sag mir etwas über das Wetter in deiner Region.

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 12**

When your teacher asks you, read aloud the following text **in German**.

Das Autofahren ist immer noch beliebt, obwohl die Straßen zu voll sind.

Es geht oft schneller, wenn man die öffentlichen Verkehrsmittel benutzt.

Man kann mit dem Bus oder der Bahn fahren.

Viele Leute wollen der Umwelt helfen und dabei ihre Gesundheit verbessern.

Für sie ist das Fahrrad die beste Alternative.

You will then be asked four questions **in German** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 12**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Welche Verkehrsmittel benutzt du?
- Was sind die positiven Aspekte von Radfahren?
- Sag mir etwas über deine Stadt.
- Was machst du für die Umwelt?

Part 3 – Photo cards

FOUNDATION TIER

Card A Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card A Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others.
- Healthy living and lifestyle.
- Education and work.

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

FOUNDATION TIER**Card B Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card B Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

FOUNDATION TIER**Card C Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card C Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free time activities.
- Customs, festivals and celebrations.
- Celebrity culture.

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

FOUNDATION TIER**Card D Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card D Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

FOUNDATION TIER**Card E Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card E Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

FOUNDATION TIER**Card F Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card F Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER

Card G Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card G Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others.
- Healthy living and lifestyle.
- Education and work.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER

Card H Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card H Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others.
- Healthy living and lifestyle.
- Education and work.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER

Card I Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER

Card I Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free time activities.
- Customs, festivals and celebrations.
- Celebrity culture.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER**Card J Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card J Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER

Card K Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card K Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

HIGHER TIER

Card L Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card L Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest.
- Media and technology.
- The environment and where people live.

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 76-77 for guidance on questioning technique.

Guidance for teacher-examiners on questioning technique for the Photo card unprepared conversation

In order to score well for AO1, students need to:

- convey as much information as they can
- develop their answers wherever possible
- produce language which is clearly understandable.

As a teacher-examiner, your aim in this part of the test should be to encourage every student to reach their potential. To facilitate this, you need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each student. Higher attaining students may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining students may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier.

All students are different and therefore you should adopt the practice of proceeding through the unprepared conversation based on what the student says, rather than using a pre-set list of questions. You should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the student has given and by asking appropriate follow-up questions. The student should be given the chance to sustain the conversation as much as possible. The more you speak, the less time will remain for the student to do so. You should consider carefully the type and length of questions you ask.

There are essentially two different types of question: closed and open. Closed questions will elicit short responses such as 'yes', 'no' or a one-word or one-phrase answer (see examples below), while open questions will elicit longer and more developed responses (see examples below).

If it is clear that a student has not understood a question, you may rephrase or simplify the question in order to accommodate the student's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the student's confidence. In this case, it is important that you help the student to continue the conversation. This may mean moving to another more accessible question or even on to another topic within the prescribed theme.

In order to encourage development of a student's response, short prompts can be used eg *Warum?*, *Warum nicht?*. Lower attaining students are likely to require more frequent prompting in order to sustain the conversation.

When asking questions, you should try to give each student the opportunity to develop their answers, bearing in mind their ability. Students will often feel comfortable when beginning to talk about a different topic area if they are asked *Sag mir etwas über ...* or *Beschreib ...* as this will enable them to use the vocabulary and structures with which they are comfortable. Open questions will enable students to give more information and to provide longer answers, for example:

- *Sag mir etwas über dein Dorf / deine Stadt.*
- *Was sind die positiven und die negativen Aspekte vom Internet?*
- *Wie findest du deine Schule?*
- *Wie findest du die sozialen Medien?*
- *Beschreib deinen Lieblingsstar.*

- *Sag mir etwas über dein Lieblingsfest.*
- *Welche Umweltprobleme gibt es in deiner Region?*

More closed questions can be useful for maintaining the flow of the conversation and may often be more helpful for lower attaining students. These may be followed by follow-up questions once the student has provided an initial response. For example:

- *Magst du Fußball?* (student replies *Ja / Nein*) ... *Warum (nicht)?*
- *Wann gehst du mit deinen Freunden aus?* (student replies *Am Wochenende*) ... *Wohin geht ihr?*
- *Wie viele Schüler gibt es in deiner Deutschklasse?* (student replies *Fünfundzwanzig*) ... *Sind sie nett?*
- *Was ist dein Lieblingsfilm?* (student names a film) ... *Warum magst du diesen Film?*
- *Was hast du lieber – Englisch oder Mathe?* (student chooses one of them) ... *Warum?*
- *Wo wohnst du?* (student says *Manchester*) ... *Sag mir etwas über / Beschreib Manchester.*
- *Glaubst du, dass es wichtig ist, auf die Universität zu gehen?* (student replies *Ja / Nein*) ... *Warum (nicht)?*

It is important to adjust your questions to the ability of each student. Asking questions that are likely to need more complex language in the answer may be suitable for higher attaining students, but they may lead to a lack of clarity for those whose linguistic skills are more limited. This will have a bearing on the marks for both AO1 and AO3.

In order to score well for AO3, students need to:

- vary the vocabulary and structures as much as they are able to
- use language accurately.

Students will often use the verb which appears in the question that they are asked, so try to vary the verb used in more common question types. For example:

- *Was machst du gern? / Was machst du lieber?*
- *Was willst du machen? / Was möchtest du machen?*
- *Glaubst du...? / Findest du...? / Deiner Meinung nach...?*

GCSE German Speaking Test 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, each reading aloud task by a number and each photo card is identified by a letter. The candidate must be allocated the cards as indicated in the grid below.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted 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	Reading aloud task	Photo card
1	3	1	D
2	5	5	C
3	2	6	B
4	6	4	A
5	1	2	D
6	4	3	E
7	1	1	F
8	2	5	B
9	6	4	A
10	5	6	C
11	1	2	F
12	2	3	E
13	6	4	A
14	5	6	C
15	3	5	B
16	1	1	E
17	5	2	F
18	4	4	B
19	3	2	D
20	4	3	E

GCSE German Speaking Test 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, each Reading aloud task by a number and each Photo card is identified by a letter. The candidate must be allocated the cards as indicated in the grid below.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted 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	Reading aloud task	Photo card
1	7	7	J
2	11	12	H
3	7	9	K
4	9	11	G
5	10	12	I
6	12	10	H
7	7	7	J
8	9	8	L
9	7	7	K
10	12	10	G
11	11	9	H
12	7	11	I
13	8	9	G
14	10	12	I
15	9	8	L
16	8	9	G
17	11	9	H
18	12	12	I
19	10	10	L
20	9	8	J

Appendix: Examples of candidate instructions for each part of the task

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GCSE GERMAN

F

Foundation tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.



GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.



GCSE GERMAN

F

Foundation tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes).

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.



GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.



GCSE GERMAN

F

Foundation tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material Set 2

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
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- You must hand all of the cards and your notes to your teacher at the end of the speaking test.