

GCSE GERMAN

F+H

Foundation and Higher Paper 2 Speaking

June 2024

Teacher's Booklet

- To be conducted by the teacher–examiner between 2 April and 17 May 2024.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)
10–12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

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

Information

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

General Certificate of Secondary Education
June 2024

German
Speaking Test
Teacher's Booklet

Contents

Part 1

Role-plays (Foundation Tier) (1–9)
Role-plays (Higher Tier) (10–18)

Part 2

Photo cards (Foundation Tier) (A–I)
Photo cards (Higher Tier) (J–R)

Part 3

Example questions for General Conversation

There is no material printed on this page

Turn over ►

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

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

You should address the employee as *Sie*.

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

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

Sie sind in Deutschland und telefonieren mit einem Tenniszentrum.

- Einen Tennisplatz für Sie.
- Für wie lange.
- **!**
- Ihre Meinung über Tennis (**ein** Detail).
- **?** Tennistrainer.

ROLE-PLAY 1

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 Tenniszentrum. 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 ask for a tennis court.
Kein Problem.
- 3 Allow the candidate to say for how long.
Alles klar.
- ! Ask the candidate who he/she is playing with.
Mit wem spielen Sie?
- 4 Allow the candidate to state a playing partner.
Aha.
Ask the candidate for an opinion about tennis. (Elicit **one** opinion.)
Wie finden Sie Tennis?
- 5 Allow the candidate to give one opinion about tennis.
Interessant.
- ? Allow the candidate to ask you a question about a tennis coach.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 2

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 Freunde.

- **Eine** Meinung über deine Freunde.
- **!**
- Sport mit Freunden (**ein** Detail).
- Online chatten – wie oft.
- **?** Englische Freunde.

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 Austauschpartner/deiner Austauschpartnerin aus Österreich. Ich bin dein Austauschpartner/deine Austauschpartnerin.*

- 1** Ask the candidate for an opinion about his/her friends. (Elicit **one** opinion.)

Also, wie findest du deine Freunde?

- 2** Allow the candidate to give one opinion about his/her friends.

- !** Ask the candidate how old his/her best friend is.

Und wie alt ist dein bester Freund oder deine beste Freundin?

- 3** Allow the candidate to state the age of his/her best friend.

Aha.

Ask the candidate about sport with friends. (Elicit **one** detail.)

Sag mir etwas über Sport mit Freunden.

- 4** Allow the candidate to give one detail about sport with friends.

Ask the candidate about talking online.

Und wie ist es mit online chatten?

- 5** Allow the candidate to say how often he/she talks to friends online.

Interessant.

- ?** Allow the candidate to ask you a question about English friends.

(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 Switzerland 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 der Schweiz. Sie sprechen mit dem Verkäufer/der Verkäuferin.

- **Ein** Produkt für Sie – was.
- Die beste Marke.
- **!**
- Ihre Meinung über das Computergeschäft (**ein** Detail).
- **?** Online-Shop.

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 der Schweiz. Ich bin der Verkäufer/die Verkäuferin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to ask for a specific product.
Alles klar.
Ask the candidate about the brand.
Und die Marke?
- 3 Allow the candidate to state the best brand.
! Ask the candidate about the price.
Und was ist ein guter Preis für Sie?
- 4 Allow the candidate to state a good price.
Aha.
Ask the candidate for an opinion about the computer shop. (Elicit **one** opinion.)
Wie finden Sie das Computergeschäft?
- 5 Allow the candidate to give one opinion about the computer shop.
Interessant.
? Allow the candidate to ask you a question about an online shop.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 4**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of an employee at a house rental agency in Germany and will speak first.

You should address the employee as *Sie*.

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

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

Sie möchten ein Haus in Deutschland mieten. Sie sprechen mit dem Angestellten/der Angestellten.

- Ein Haus für Sie.
- **!**
- **?** Garten.
- Ihr Haus im Moment – wo.
- **Eine** Meinung über Ihr Haus.

ROLE-PLAY 4

TEACHER'S ROLE

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

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

Introductory text: *Sie sind in Deutschland und möchten ein Haus mieten. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to say that he/she would like a house.
! Ask the candidate how many bedrooms he/she would like.
Wie viele Schlafzimmer möchten Sie?
- 3 Allow the candidate to say how many bedrooms he/she would like.
Wir haben dieses Haus hier.
- ? Allow the candidate to ask you a question about a garden.
(Give an appropriate answer.)
- 4 Ask the candidate about his/her current house.
Sagen Sie mir etwas über Ihr Haus im Moment.
- 5 Allow the candidate to say where he/she currently lives.
Ask the candidate for an opinion about his/her house. (Elicit **one** opinion.)
Und wie finden Sie Ihr Haus?
Allow the candidate to give one opinion about his/her house.
Dieses Haus ist bestimmt besser.

Turn over ►

ROLE-PLAY 5**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 Fitness.

- Deine Meinung über Sport (**ein** Detail).
- **Eine** Aktivität im Sportzentrum.
- **!**
- Deine Gesundheit (**ein** Detail).
- **?** Alkohol.

ROLE-PLAY 5

TEACHER'S ROLE

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

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

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

- 1** Ask the candidate for an opinion about sport. (Elicit **one** opinion.)
Wie findest du Sport?
- 2** Allow the candidate to give one opinion about sport.
Ask the candidate about an activity in the sports centre. (Elicit **one** activity.)
Und wie ist es mit einer Aktivität im Sportzentrum?
- 3** Allow the candidate to state one activity in the sports centre.
! Ask the candidate how often he/she does sport at school.
Wie oft machst du Sport in der Schule?
- 4** Allow the candidate to say how often he/she does sport at school.
Ask the candidate about his/her health. (Elicit **one** detail.)
Sag mir etwas über deine Gesundheit.
- 5** Allow the candidate to give one detail about his/her health.
Aha.
? Allow the candidate to ask you a question about alcohol.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 6**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a boat hire employee 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 bei einer Bootsvermietung in der Schweiz. Sie sprechen mit dem Angestellten/der Angestellten.

- Ein Boot für Sie.
- Für wie viele Personen.
- **!**
- **?** Preis pro Stunde.
- Ihre Meinung über das Wetter heute (**ein** Detail).

ROLE-PLAY 6

TEACHER'S ROLE

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

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

Introductory text: *Sie sind bei einer Bootsvermietung 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 a boat.
Kein Problem.
- 3 Allow the candidate to say for how many people.
! Ask the candidate for how long he/she wants the boat.
Und für wie lange möchten Sie das Boot?
- 4 Allow the candidate to say for how long he/she wants the boat.
Alles klar.
- ? Allow the candidate to ask you a question about the price per hour.
(Give an appropriate answer.)
- 5 Ask the candidate for an opinion about the weather today. (Elicit **one** opinion.)
Wie finden Sie das Wetter heute?

Allow the candidate to give one opinion about the weather today.
Das stimmt.

Turn over ►

ROLE-PLAY 7

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 Meinung über Englisch in der Schule (**ein** Detail).
- **Eine** Aktivität in einer normalen Englischstunde.
- **!**
- Deine Lehrer (**ein** Detail).
- **?** Hausaufgaben.

ROLE-PLAY 7

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate for an opinion about English at school. (Elicit **one** opinion.)
Wie findest du Englisch in der Schule?
- 2 Allow the candidate to give one opinion about English at school.
Ask the candidate what he/she does in a normal English lesson. (Elicit **one** activity.)
Und was machst du in einer normalen Englischstunde?
- 3 Allow the candidate to say one activity that he/she does in a normal English lesson.
! Ask the candidate how often he/she has German at school.
Und wie oft hast du Deutsch in der Schule?
- 4 Allow the candidate to say how often he/she has German at school.
Interessant.
Ask the candidate about his/her teachers. (Elicit **one** detail.)
Sag mir etwas über deine Lehrer.
- 5 Allow the candidate to give one detail about his/her teachers.
Aha.
? Allow the candidate to ask you a question about homework.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 8**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 die Schule.

- Die Mittagspause – wie lange.
- Die Schulkantine (**ein** Detail).
- **!**
- Deine Meinung über die Toiletten (**ein** Detail).
- **?** Kaugummi in der Schule.

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

- 1 Ask the candidate about the lunch break.
Also, sag mir etwas über die Mittagspause.
- 2 Allow the candidate to say how long the lunch break is.
Ask the candidate about the school canteen. (Elicit **one** detail.)
Und die Schulkantine?
- 3 Allow the candidate to give one detail about the school canteen.
! Ask the candidate how often he/she buys food at school.
Wie oft kaufst du Essen in der Schule?
- 4 Allow the candidate to say how often he/she buys food at school.
Ask the candidate for an opinion about the toilets. (Elicit **one** opinion.)
Wie findest du die Toiletten?
- 5 Allow the candidate to give one opinion about the toilets.
Aha.
? Allow the candidate to ask you a question about chewing gum at school.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 9**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 die Schule und die Zukunft.

- Deine Meinung über die Schule (**ein** Detail).
- **!**
- Das beste Fach für deine Zukunft – was.
- Deine Pläne für September (**ein** Detail).
- **?** Universität.

ROLE-PLAY 9

TEACHER'S ROLE

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

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

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

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

Also, wie findest du die Schule?

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

Das finde ich auch.

- !** Ask the candidate how many lessons he/she has each day.

Wie viele Stunden hast du pro Tag?

- 3** Allow the candidate to say how many lessons he/she has each day.

Alles klar.

Ask the candidate about the best subject for his/her future.

Sag mir etwas über das beste Fach für deine Zukunft.

- 4** Allow the candidate to state the best subject for his/her future.

Aha.

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

Und was sind deine Pläne für September?

- 5** Allow the candidate to give one detail about his/her plans for September.

Interessant.

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

(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 10

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 Freunde.

- Eine Beschreibung von einem Freund oder einer Freundin (**zwei** Details).
- Zeit mit Freunden – wie wichtig und warum (**ein** Detail).
- Ein Abend mit Freunden in letzter Zeit (**zwei** Details).
- **!**
- **?** Urlaub mit Freunden.

ROLE-PLAY 10

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate to describe a friend. (Elicit **two** details.)
Also, beschreib mir einen Freund oder eine Freundin.
- 2 Allow the candidate to give two descriptive details about a friend.
Ask the candidate how important time with friends is and why. (Elicit **one** reason.)
Wie wichtig ist es, Zeit mit Freunden zu verbringen? ... Warum?
- 3 Allow the candidate to say how important time with friends is and one reason why.
Ask the candidate to describe a recent evening with friends. (Elicit **two** details.)
Beschreib einen Abend mit Freunden in letzter Zeit.
- 4 Allow the candidate to give two details about a recent evening with friends.
Interessant.
! Ask the candidate about the best way to stay in contact with friends. (Elicit **one** action.)
Wie kann man am besten mit Freunden in Kontakt bleiben?
- 5 Allow the candidate to state one way of staying in contact with friends.
Aha.
? Allow the candidate to ask you a question about holidays with friends.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 11**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of a waiter/waitress at a restaurant in Germany and will speak first.

You should address the waiter/waitress 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 Restaurant in Deutschland. Sie sprechen mit dem Kellner/der Kellnerin.

- Etwas zu essen für Sie (**zwei** Details).
- Ihre Meinung über die Speisekarte und warum (**ein** Detail).
- **?** Alkoholfreie Getränke.
- **!**
- Ihre Pläne nach dem Essen (**ein** Detail).

ROLE-PLAY 11

TEACHER'S ROLE

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

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

Introductory text: *Sie sind in einem Restaurant in Deutschland. Ich bin der Kellner/die Kellnerin.*

- 1** Ask the candidate if you can help. (Elicit **two** details.)

Also, bitte schön?

- 2** Allow the candidate to make a food order with two details.

Alles klar.

Ask the candidate for an opinion about the menu and why. (Elicit **one** reason.)

Wie finden Sie die Speisekarte? ... Warum?

- 3** Allow the candidate to give one opinion about the menu and one reason why.

Aha.

- ?** Allow the candidate to ask you a question about alcohol-free drinks.

(Give an appropriate answer.)

- 4 !** Ask the candidate why he/she is eating out today. (Elicit **one** reason.)

Warum essen Sie heute im Restaurant?

- 5** Allow the candidate to give one reason for eating out today.

Ask the candidate about his/her plans after the meal. (Elicit **one** detail.)

Und was sind Ihre Pläne nach dem Essen?

Allow the candidate to state one post-meal plan.

Schönen Abend noch.

Turn over ►

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

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

You should address the hotel 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 Hotel in Deutschland. Sie sprechen mit dem Manager/der Managerin.

- Eine Party für Sie – Tag und Uhrzeit.
- Die Party – warum (**ein** Detail).
- **!**
- Ihre letzte Feier (**zwei** Details).
- **?** Partyspiele.

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 einem Hotel in Deutschland. Ich bin der Manager/die Managerin.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to state the day and time that he/she wants to have a party.
Kein Problem.
Ask the candidate why he/she wants to have a party. (Elicit **one** reason.)
Und warum möchten Sie eine Party feiern?
- 3 Allow the candidate to give one reason why he/she wants to have a party.
Alles klar.
! Ask the candidate about the guests. (Elicit **one** detail.)
Sagen Sie mir etwas über die Gäste.
- 4 Allow the candidate to give one detail about the guests.
Aha.
Ask the candidate about his/her last celebration. (Elicit **two** details.)
Wie war Ihre letzte Feier?
- 5 Allow the candidate to give two details about his/her last celebration.
Interessant.
? Allow the candidate to ask you a question about party games.
(Give an appropriate answer.)

Turn over ►

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

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

You should address the employee as *Sie*.

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

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

Sie telefonieren mit einem Hotel in Deutschland.

- Ein Zimmer für Sie (**zwei** Details).
- Im Hotel ankommen – wann (**ein** Detail).
- **?** Frühstück.
- **!**
- Ihre Pläne für den Urlaub (**ein** Detail).

ROLE-PLAY 13

TEACHER'S ROLE

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

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

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

- 1 Greet the candidate and ask if you can help. (Elicit **two** details.)
Guten Tag! Kann ich Ihnen helfen?
- 2 Allow the candidate to say that he/she would like a room.
Kein Problem.
- 3 Allow the candidate to say when he/she will arrive at the hotel.
Alles klar.
- ? Allow the candidate to ask you a question about breakfast.
(Give an appropriate answer.)
- 4 ! Ask the candidate why he/she wants to stay in this hotel. (Elicit **one** reason.)
Und warum möchten Sie in diesem Hotel bleiben?
- 5 Allow the candidate to give one reason for wanting to stay in this hotel.
Aha.
Ask the candidate about his/her plans for the holiday. (Elicit **one** detail.)
Und was sind Ihre Pläne für den Urlaub?
Allow the candidate to give one detail about his/her holiday plans.
Klingt gut.

Turn over ►

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

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

You should address your friend as *du*.

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

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

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

- Die Schulferien – wie wichtig und warum (**ein** Detail).
- **Zwei** Aktivitäten im letzten Sommer.
- Ferien zu Hause – **ein** negativer Aspekt.
- **!**
- **?** Strand.

ROLE-PLAY 14

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate how important the school holidays are and why. (Elicit **one** reason.)
Wie wichtig sind die Schulferien? ... Warum?
- 2 Allow the candidate to state the importance of the school holidays and one reason why.
Ask the candidate what he/she did last summer. (Elicit **two** activities.)
Und was hast du letzten Sommer gemacht?
- 3 Allow the candidate to state two activities he/she did last summer.
Interessant.
Ask the candidate about a negative aspect of holidays at home. (Elicit **one** detail.)
Gibt es einen negativen Aspekt, wenn man in den Ferien zu Hause bleibt?
- 4 Allow the candidate to state one negative aspect of holidays at home.
! Ask the candidate what you can do in the holidays when the weather is bad. (Elicit **one** activity.)
Was kann man in den Ferien machen, wenn das Wetter schlecht ist?
- 5 Allow the candidate to state one bad weather activity.
Aha.
? Allow the candidate to ask you a question about a beach.
(Give an appropriate answer.)

Turn over ►

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

Your teacher will play the part of an employee at a shopping centre in Austria and will speak first.

You should address the employee as *Sie*.

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

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

Sie sind in einem Einkaufszentrum in Österreich. Sie sprechen mit dem Angestellten/der Angestellten.

- **Ein** Produkt – was und für welche Person.
- **!**
- Ihre Pläne für das Essen im Einkaufszentrum (**zwei** Details).
- **?** Bank.
- Einkaufen – **ein** negativer Aspekt.

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 Einkaufszentrum in Österreich. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate if you can help.
Kann ich Ihnen helfen?
- 2 Allow the candidate to state one product that he/she wants to buy and for whom.
Ja, das finden Sie im ersten Stock.
- ! Ask the candidate why he/she is shopping here. (Elicit **one** reason.)
Warum kaufen Sie hier ein?
- 3 Allow the candidate to give one reason for shopping here.
Aha.
Ask the candidate about his/her eating plans in the shopping centre. (Elicit **two** details.)
Und haben Sie Pläne, hier im Einkaufszentrum zu essen?
- 4 Allow the candidate to give two details about his/her eating plans in the shopping centre.
Alles klar.
- ? Allow the candidate to ask you a question about a bank.
(Give an appropriate answer.)
- 5 Ask the candidate for **one** negative aspect of shopping.
Und was ist ein negativer Aspekt von Einkaufen?
Allow the candidate to state one negative aspect of shopping.
Das stimmt.

Turn over ►

ROLE-PLAY 16

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 die Schule.

- Ein Schultag in letzter Zeit (**zwei** Details).
- Die Pause – wie wichtig und warum (**ein** Detail).
- **!**
- Verboten in der Schule – **eine** Aktivität.
- **?** Schulregeln.

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

- 1 Ask the candidate about a recent school day. (Elicit **two** details.)
Also, sag mir etwas über einen Schultag in letzter Zeit.
- 2 Allow the candidate to give two details about a recent school day.
Ask the candidate how important break time is and why. (Elicit **one** reason.)
Wie wichtig ist die Pause? ... Warum?
- 3 Allow the candidate to state the importance of break time and one reason why.
! Ask the candidate what his/her friends do at break time. (Elicit **one** activity.)
Und was machen deine Freunde in der Pause?
- 4 Allow the candidate to say one activity his/her friends do at break time.
Interessant.
Ask the candidate what one is not allowed to do at school. (Elicit **one** activity.)
Und was darf man in der Schule nicht machen?
- 5 Allow the candidate to state one forbidden activity at school.
Das verstehe ich.
? Allow the candidate to ask you a question about school rules.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 17

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.

- Ferienjobs – wie wichtig und warum (**ein** Detail).
- Deine Arbeitspläne für diesen Sommer (**ein** Detail).
- Der ideale Arbeitstag (**zwei** Details).
- **!**
- **?** Taschengeld.

ROLE-PLAY 17

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate how important holiday jobs are and why. (Elicit **one** reason.)
Also, wie wichtig sind Ferienjobs? ... Warum?
- 2 Allow the candidate to state the importance of holiday jobs and one reason why.
Ask the candidate about his/her work plans for this summer. (Elicit **one** detail.)
Sag mir etwas über deine Arbeitspläne für diesen Sommer.
- 3 Allow the candidate to give one detail about his/her work plans for this summer.
Klingt gut.
Ask the candidate about the ideal working day. (Elicit **two** details.)
Wie ist der ideale Arbeitstag?
- 4 Allow the candidate to give two details about the ideal working day.
Aha.
! Ask the candidate what he/she does with the money from a job. (Elicit **one** detail.)
Was machst du mit dem Geld von einem Job?
- 5 Allow the candidate to give one detail about what he/she does with the money from a job.
Interessant.
? Allow the candidate to ask you a question about pocket money.
(Give an appropriate answer.)

Turn over ►

ROLE-PLAY 18**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.

- **Ein** Problem in der Schule.
- **!**
- Die beste Prüfung und warum (**ein** Detail).
- Deine Hausaufgaben gestern Abend (**zwei** Details).
- **?** Noten.

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

- 1 Ask the candidate about a problem at school. (Elicit **one** problem.)
Also, sag mir etwas über ein Problem in der Schule.
- 2 Allow the candidate to state one problem at school.

! Ask the candidate about a good school rule.
Welche Schulregel findest du gut?
- 3 Allow the candidate to state one good school rule.
Interessant.

Ask the candidate what the best exam is and why. (Elicit **one** reason.)
Was ist die beste Prüfung? ... Warum?
- 4 Allow the candidate to state the best exam and one reason why.

Ask the candidate about homework yesterday evening. (Elicit **two** details.)
Wie war es gestern Abend mit Hausaufgaben?
- 5 Allow the candidate to give two details about homework yesterday evening.
Aha.

? Allow the candidate to ask you a question about school grades.
(Give an appropriate answer.)

Turn over ►

Part 2

CARD A

CANDIDATE'S PHOTO CARD

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



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

- Was gibt es auf dem Foto?
- Was für Sport siehst du gern im Fernsehen? ... Warum?
- Was hast du in letzter Zeit im Fernsehen gesehen?

CARD A
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

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

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

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

- Was gibt es auf dem Foto?
- Was für Sport siehst du gern im Fernsehen? ... Warum?
- Was hast du in letzter Zeit im Fernsehen gesehen?
- Wie oft gehst du ins Kino?
- Wer ist dein Lieblingsfilmstar? ... 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 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 **customs and festivals**.



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 Weihnachtsmärkte? ... Warum?
- Welche Geschenke hast du letztes Jahr gekauft?

CARD B
TEACHER'S NOTES

Theme: Identity and culture

Topic: Customs and festivals

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

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

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

- Was gibt es auf dem Foto?
- Wie findest du Weihnachtsmärkte? ... Warum?
- Welche Geschenke hast du letztes Jahr gekauft?
- Was ist das beste Fest? ... Warum?
- Wie oft gehst du auf Partys?

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 **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 findest du Computer? ... Warum?
- Welche Technologien hast du in letzter Zeit benutzt?

CARD C
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Computer? ... Warum?
- Welche Technologien hast du in letzter Zeit benutzt?
- Was sind die besten sozialen Medien? ... Warum?
- Wie oft lernst du Informatik in der Schule?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD D**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 findest du Radfahren? ... Warum?
- Möchte deine Familie ein elektrisches Auto kaufen? ... Warum (nicht)?

CARD D
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Radfahren? ... Warum?
- Möchte deine Familie ein elektrisches Auto kaufen? ... Warum (nicht)?
- Wohin fährst du normalerweise mit dem Bus?
- Wie oft recycelst du?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD E**CANDIDATE'S PHOTO CARD**

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



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

- Was gibt es auf dem Foto?
- Möchtest du mit Kindern in Afrika arbeiten? ... Warum (nicht)?
- Was machen deine Freunde, um anderen Leuten zu helfen?

CARD E
TEACHER'S NOTES

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

Topic: Social issues

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

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

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

- Was gibt es auf dem Foto?
- Möchtest du mit Kindern in Afrika arbeiten? ... Warum (nicht)?
- Was machen deine Freunde, um anderen Leuten zu helfen?
- Wie findest du freiwillige Arbeit? ... Warum?
- Wie oft gibst du Geld an eine Wohltätigkeitsorganisation?

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 **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 die Schulferien? ... Warum?
- Möchtest du nach Deutschland in den Urlaub fahren? ... Warum (nicht)?

CARD F
TEACHER'S NOTES

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

Topic: Travel and tourism

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

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

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

- Was gibt es auf dem Foto?
- Wie findest du die Schulferien? ... Warum?
- Möchtest du nach Deutschland in den Urlaub fahren? ... Warum (nicht)?
- Was ist dein Lieblingswetter? ... Warum?
- Was gibt es für Touristen 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 G**CANDIDATE'S PHOTO CARD**

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



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

- Was gibt es auf dem Foto?
- Wie findest du Theater in der Schule? ... Warum?
- Was wirst du heute Abend für die Schule machen?

CARD G
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

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

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

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

- Was gibt es auf dem Foto?
- Wie findest du Theater in der Schule? ... Warum?
- Was wirst du heute Abend für die Schule machen?
- Welches Fach ist nicht so gut? ... Warum nicht?
- Wer ist dein bester Lehrer oder deine beste Lehrerin? ... Warum?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD H

CANDIDATE'S PHOTO CARD

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



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

- Was gibt es auf dem Foto?
- Wie findest du Musik in der Schule? ... Warum?
- Was hast du in der letzten Mittagspause gemacht?

CARD H
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school

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

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

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

- Was gibt es auf dem Foto?
- Wie findest du Musik in der Schule? ... Warum?
- Was hast du in der letzten Mittagspause gemacht?
- Wie oft spielst du für eine Schulmannschaft?
- Was ist der beste Schulclub? ... 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 I

CANDIDATE'S PHOTO CARD

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



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

- Was gibt es auf dem Foto?
- Wie findest du einen Job in einem Kindergarten? ... Warum?
- Möchtest du mit alten Leuten arbeiten? ... Warum (nicht)?

CARD I
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- Was gibt es auf dem Foto?
- Wie findest du einen Job in einem Kindergarten? ... Warum?
- Möchtest du mit alten Leuten arbeiten? ... Warum (nicht)?
- Wie lange ist ein idealer Arbeitstag?
- Haben deine Freunde Teilzeitjobs?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD J

CANDIDATE'S PHOTO CARD

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



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

- Was gibt es auf dem Foto?
- Welche Live-Events siehst du gern im Fernsehen? ... Warum?
- Wie war der letzte Film, den du gesehen hast?

CARD J
TEACHER'S NOTES

Theme: Identity and culture

Topic: Free-time activities

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

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

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

- Was gibt es auf dem Foto?
- Welche Live-Events siehst du gern im Fernsehen? ... Warum?
- Wie war der letzte Film, den du gesehen hast?
- Was sind die negativen Aspekte von Fernsehen?
- Möchtest du Filmstar werden? ... 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

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

Remember

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

Turn over ►

CARD K**CANDIDATE'S PHOTO CARD**

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



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

- Was gibt es auf dem Foto?
- Was sind die positiven Aspekte von einem Weihnachtsmarkt? ... Warum?
- Möchtest du Weihnachten im Ausland feiern? ... Warum (nicht)?

CARD K
TEACHER'S NOTES

Theme: Identity and culture

Topic: Customs and festivals

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

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

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

- Was gibt es auf dem Foto?
- Was sind die positiven Aspekte von einem Weihnachtsmarkt? ... Warum?
- Möchtest du Weihnachten im Ausland feiern? ... Warum (nicht)?
- Welche Geschenke hast du letztes Jahr bekommen?
- Was ist wichtig auf einer Party? ... Warum?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD 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 **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?
- Welche Technologien hast du benutzt, als du klein warst?
- Wie wichtig ist das Internet? ... Warum?

CARD L
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Welche Technologien hast du benutzt, als du klein warst?
- Wie wichtig ist das Internet? ... Warum?
- Welche sozialen Medien benutzen deine Freunde? ... Warum?
- Sollten Kinder ein Smartphone 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

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

Remember

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

Turn over ►

CARD M**CANDIDATE'S PHOTO CARD**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **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 ist besser: Radfahren oder Autofahren? ... Warum?
- Wann bist du das letzte Mal mit dem Bus gefahren?

CARD M
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 candidate to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was ist besser: Radfahren oder Autofahren? ... Warum?
- Wann bist du das letzte Mal mit dem Bus gefahren?
- Ist es wichtig, Luftverschmutzung zu reduzieren? ... Warum (nicht)?
- Was wirst du in der Zukunft machen, um umweltfreundlicher zu 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 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 **social issues**.



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

- Was gibt es auf dem Foto?
- Möchtest du im Ausland freiwillig arbeiten? ... Warum (nicht)?
- Welche sozialen Probleme gibt es in deiner Stadt?

CARD N
TEACHER'S NOTES

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

Topic: Social issues

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

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

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

- Was gibt es auf dem Foto?
- Möchtest du im Ausland freiwillig arbeiten? ... Warum (nicht)?
- Welche sozialen Probleme gibt es in deiner Stadt?
- Ist es wichtig, armen Leuten zu helfen? ... Warum (nicht)?
- Wann hast du das letzte Mal Geld gespendet?

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 **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 wichtig sind die Schulferien? ... Warum?
- Was hast du in den Schulferien gemacht, als du klein warst?

CARD O
TEACHER'S NOTES

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

Topic: Travel and tourism

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

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

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

- Was gibt es auf dem Foto?
- Wie wichtig sind die Schulferien? ... Warum?
- Was hast du in den Schulferien gemacht, als du klein warst?
- Wohin möchtest du mit deinen Freunden fahren? ... Warum?
- Was können Touristen in deiner Gegend machen?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD P**CANDIDATE'S PHOTO CARD**

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



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

- Was gibt es auf dem Foto?
- Ist es wichtig, Theater in der Schule zu lernen? ... Warum (nicht)?
- Was war dein Lieblingsfach in der Grundschule? ... Warum?

CARD P
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: My studies

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

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

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

- Was gibt es auf dem Foto?
- Ist es wichtig, Theater in der Schule zu lernen? ... Warum (nicht)?
- Was war dein Lieblingsfach in der Grundschule? ... Warum?
- Was ist besser: Englisch oder Mathe? ... Warum?
- In welcher Prüfung wirst du die beste Note bekommen? ... Warum?

Part 3 – General Conversation

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

Themes for the General Conversation

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

Remember

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

Turn over ►

CARD Q**CANDIDATE'S PHOTO CARD**

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



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

- Was gibt es auf dem Foto?
- Hast du ein Instrument in der Schule gelernt? ... Warum (nicht)?
- Was sind die besten Events in der Schule? ... Warum?

CARD Q
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Life at school

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

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

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

- Was gibt es auf dem Foto?
- Hast du ein Instrument in der Schule gelernt? ... Warum (nicht)?
- Was sind die besten Events in der Schule? ... Warum?
- Welche Sportmöglichkeiten gibt es in deiner Schule?
- Möchtest du nächstes Jahr an dieser Schule bleiben? ... 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 R

CANDIDATE'S PHOTO CARD

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



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

- Was gibt es auf dem Foto?
- Was sind die positiven oder negativen Aspekte von einem Job in einem Kindergarten?
- Hast du einen Teilzeitjob gehabt? ... Warum (nicht)?

CARD R
TEACHER'S NOTES

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

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

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

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

- Was gibt es auf dem Foto?
- Was sind die positiven oder negativen Aspekte von einem Job in einem Kindergarten?
- Hast du einen Teilzeitjob gehabt? ... Warum (nicht)?
- Was ist besser: allein oder im Team zu arbeiten? ... Warum?
- Welche Arbeit würdest du nie 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 ►

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

Turn over ►

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

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

GCSE German Speaking Test Confidential Sequence Chart – Higher Tier

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

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

Example 1 – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 16, Photo card K 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 13, Photo card Q 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	16	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
2	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	O (Theme 2)	Theme 1
3	10	Theme 1	P (Theme 3)	Theme 2
		Theme 2	L (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
4	17	Theme 1	M (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
6	13	Theme 1	N (Theme 2)	Theme 3
		Theme 2	Q (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
7	15	Theme 1	O (Theme 2)	Theme 3
		Theme 2	P (Theme 3)	Theme 1
		Theme 3	L (Theme 1)	Theme 2
8	14	Theme 1	N (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
9	13	Theme 1	Q (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	N (Theme 2)	Theme 1

Turn over ►

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

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

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2024 AQA and its licensors. All rights reserved.

