

GCSE German

**Teaching and Learning
Resources**

Component 1 Speaking

Role Play

- It is important to adhere strictly to the teacher's role as printed for the role-play
- At Higher Tier the answers in the role-play have to be accurate

As the stimulus in the role play has a question mark followed by a noun, candidates need to understand phrases which they can then apply in the exam. The nouns are usually topic based and open to give the students every opportunity to fulfil this task.

Question phrases

- Wie findest du....?
- Was denkst du über...?
- Interessierst du dich für...?
- Gibt es....?

When setting the paper it is envisaged that candidates are familiar with the theme and would be able to come up with a suitable question for the stimulus word.

Nouns that have been used at FT in the past were: Technologie, Sportzentrum, Partys, Touristenattraktion, Urlaub, Umwelt, Schulkantine, Ferienjob, Arbeit.

Nouns that have been used at HT in the past were: Computer, Gesundheit, Traditionen, Einkaufsmöglichkeiten, Unterkunft, Sozialprobleme, Schultag, Arbeitspraktikum, Berufe.

For example: Technologie: Hast du ein Handy?

Schultag: Wann beginnt die Schule?

Task: Gesundheit?

Example A

The candidate says: Bist du interessant in Gesundheit? The question is ambiguous , therefore the candidate scored 1 point.

Example B

The candidate says: Was denkst du über Gesundheit? This is a perfect expected response and the candidate got 3 points.

Example C

The candidate says: Was ist dein Lieblingsobst? This response is unexpected but is a valid alternative and the candidate scored 3 points.

Teaching strategies

- lesson starters
- pair work activity
- group work activity

Lesson starters: write a noun connected to the current theme/subtheme and invite students to list words that could be used for a question on this word.

Pair work: give students a noun and ask them to write down possible questions for this word.

Group work: similar as above, but each group gets a different noun, either of the same subtheme or different subthemes.

Photo Card

The first task of the Photo Card is either

Beschreib das Foto

or

Was passiert in diesem Foto?

Most candidates are able to say a couple of sentences to describe the picture. However, sometimes candidates add non relevant material like what the people on the photo may have had for breakfast or what their hobbies were.

How to describe the photo

Focus on:

- Wer?
- Wo?
- Was?
- Wann?

In order to describe the photo, focus on these questions:

Who is in the picture?

Where is it?

What are they doing?

When is it, i.e. what season, part of the day etc. if relevant.

Relevance is important, because in the mark scheme it says: conveys mainly **relevant** information. Suggestions of what the people in the picture may have had for breakfast or where they may have been on holiday last summer are not relevant.

Useful phrases

- es gibt
- im Foto gibt es
- ich sehe
- im Vordergrund sehe ich/ gibt es
- im Hintergrund sehe ich/ gibt es

Foundation Tier

- Example A

Auf dem Foto gibt es sechs Leute. Sie sind die Umwelt helfen. Sie sind volunteers. Meiner Meinung nach, sie sind nett und freundlich.

The candidate states who she can see in the picture and she is attempting to say what they are doing. Overall this candidate carried on with excellent answers to all questions and scores 10 for communication and 4 for linguistic ability at foundation level.

- Example B

Im Foto gibt es... vier Kinder studieren.. der studiere Naturwissen...

The candidate says who she can see in the picture and is attempting to say what they are doing. As this candidate was not able to answer questions 3 and 4, she scored 2 for communication and 1 for linguistic ability.

Higher Tier

- Example A

Auf dem Foto gibt es ein family die radfahren. Gibt es zwei Eltern und zwei Jugendliche. Sie sehen glücklich aus. Im Hintergrund gibt es viele Baum. Sie sind schüchlich aus. Im Hintergrund gibt es viele Baum. Sie sind schön. Ich stele mir vor, dass das Wetter sehr wunderschön ist. Es ist sehr sonnig und es gibt keine Wolken. Es ist wahrscheinlich ziemlich kalt und ist deshalb Oktober oder November. Nächste Woche werde ich mit meine Freunde radfahren.

The candidate talks about the people in the picture and what they are doing, describes the surroundings and the weather and makes assumptions about the time of year. There is some irrelevant material. Overall the candidate scored 4 for communication and 2 for linguistic knowledge, because the unseen questions were not well answered.

- Example B

In diesem Foto gibt es vier Leute, zwei Mädchen und zwei Junge. Es ist ein Naturwissenschaften Labor und ich hasse das, weil Naturwissenschaften sehr langweilig sein. Sie Leute sehen glücklich aus und es gibt viel Papiers. Im Hintergrund gibt es altes Computer und ich denke, dass es sehr lustig ist. Sie Leute hat keine uniform und das ist sehr gut, weil mein uniform sehr hässlich ist. Sie mache viel Spaß und es gibt so viel zu tun im Foto.

The candidate talks about the people in the picture and what they are doing, describes the surroundings and what they are wearing. There is some irrelevant material. Overall the candidate scored 8 for communication and 3 for linguistic knowledge.

- Example C

Auf dem Foto gibt es einen Supermarkt. Es gibt ein freundlich Mann. Er helfte eine Frau und ihre Kind. Es gibt einen Kaufwagen und es hat viele Essen. Ich liebe essen. Wenn ich diesen Foto sehen fühle ich mich glücklich den sie Foto sehen glücklich aus und mir ist es wichtig. Der Supermarkt ist sauber. Im Hintergrund gibt es viele Leuten. Sie einkaufen. Der Mann ist sehr groß.

The candidate talks about the people in the picture, what they are doing and describes the surroundings. There is some irrelevant material. Overall the candidate scored 10 for communication and 4 for linguistic knowledge.

Teaching strategies

The description of the Photo Card lends itself to practising all four skills, not just the speaking. It actually complements all skills.

- Lesson starter: show a picture and invite the students to say words that could be used to describe the picture.
- Listening task: the teacher hands out a few pictures and reads out simple/more advanced descriptions (depending on tier) and the students have to show which picture is being described.
- Reading task: the teacher hands out a few pictures with descriptions and the students have to match the correct text to the picture.
- Writing task: this could be done in either pair or individual. The teacher hands out a few pictures and the students write a short description.

- Speaking task: the teacher hands out a few pictures and the students prepare a spoken description. This can be either a pair or individual activity.

Conversation

This part of the exam is a conversation and not a presentation followed by a discussion. It is not a requirement for the candidate to say which theme they have chosen or to give a short presentation. The teacher should just announce the theme of the first part of the conversation followed by the first question.

The idea of a conversation is that the candidate responds to a question and that the next question is linked to the candidate's response. Otherwise it becomes a question and answer session of unrelated items. This has an effect on the interaction, which is an element that is being assessed.

It would be beneficial for the candidate if questions were linked together, which would enable them to express thoughts and views better, as well as been given the opportunity to narrate an event, however briefly.

Component 2 Listening

There is a subtle difference between the two kinds of listening skills: listening in general and exam techniques to get better marks in their listening exams. There is a place for both in the classroom.

General exam techniques

- General techniques – it's important that students are aware of basic information such as length of the exam, marks per question and how to divide up their time. The questions will increase in difficulty (and text length as a rule) throughout the paper, so this should be factored in. Other basic points include not leaving blanks, writing clearly and concisely, giving the correct amount of information etc. are all relevant here. It's good practice to annotate the papers and jot down key words/highlight information etc.
- Question format and requirements - Year after year, examiners comment that candidates are simply not reading the questions – no matter how much we improve listening skills in the classroom, if they ignore the requirements of the task, then they will find it hard to access maximum marks. Key things to note include the language of the question (answering in the wrong language will mean 0 marks), number of boxes they need to tick, number of points they need to give i.e. is it a 1, 2 or 3 mark question, do they need to give a letter or a number. What is the style of question and what do they have to do? How large is the space for an answer. Need to focus on question words – if the question asks 'where?' then they will need to give a place etc.
- The whole text – Examiners comment that candidates are picking out familiar items of vocabulary and ignoring the text around it e.g. 'the day before yesterday' – many candidates would ignore 'the day before' and focus just on the familiar word 'yesterday'. They are finding the correct part of the text, but are not listening around the vocabulary. It's important to listen to the whole text, even if you think you have identified the answer. For both papers, there will be some language that is simply not tested! There are no extra marks to be gained for adding in unnecessary information – selecting the correct part of the text is an important skill in itself. A useful starter activity might be asking students to identify where the answer can be found, rather than just giving the answer, for example.
- Context – encourage students to look for clues. Are there any pictures? Can they identify the theme/topic of the question and therefore pre-empt vocabulary that might be used etc. Knowing the context of what they are listening to makes a big difference for general understanding.
- Language – train students to look for cognates etc. Make sure that they know the tense requirements – if a question asks 'what did he do last week?' and the answer given is 'he plays in the park' then that answer simply cannot be correct, even if 'play in the park' is the correct activity. Use grammar knowledge to identify basics e.g. plurals, pronouns (using the wrong he/she could affect a mark) to avoid losing careless marks. Negatives, particularly in questions, can be confusing e.g. 'what does he not like?' is not the same as 'what does he like?!'

- Distractors – Remind your students that examiners love distractors! The text might say ‘I hate sandwiches and salad but I love fruit’ and a multiple choice question might ask for the food they like but include a picture of all three mentioned. Practice identifying the correct information in short sentences then progress to longer texts. Learning to select the correct information is a skill in itself.

Key tips

- **Read the questions carefully** – we’ve already discussed this, but it is so important.
- **Highlight key points and question words** – who, where, why, what, when etc.
- **Look at the number of marks for each answer and ensure you have the correct amount of information** – fundamental. Even really able candidates lose marks on this.
- **Always answer in the same language as the question** – train candidates to highlight the assessed language questions immediately in the exam – there are 2 in the Listening paper. This is particularly important for Higher Tier candidates.
- **Ignore words which you don’t need to answer the question** – you don’t need to understand every word of a text to get full marks!
- **If you get stuck, move on - don’t spend too long on one question** – this goes back to time management.
- **Narrow down your options as far as you can** – work systematically through the text to select the location of the correct information
- **Elimination – get rid of options you are sure about and cross them out** – with multiple choice questions or choosing the correct number of statements, you should be able to some incorrect information immediately. Eliminating incorrect information is just as important a skill as selecting the correct information!
- **Ensure that the answer matches the format requested e.g. if it asks for a letter, don’t write a number!** – Examiners tend to be understanding here, but it is still important
- **Listen to the WHOLE text – don’t just try and pick out the answers** – it’s a fine balance here between listening skills and exam technique. Many students want to write down the first item of key vocabulary they hear.
- **Check numbers, days, dates, times and seasons** – It’s easy to lose the odd mark by making errors here. Make sure that students know that the text may say ‘July’ but the answer might be ‘Summer’. Similarly, the text could say ‘This is my third visit’ and the question asks ‘How many times has he visited’ and the answer is 3. Practice all variations of these points including key vocabulary such as more than, less than, the same as etc.
- **Use common sense** – sometimes the answer will not be obvious. You may have to infer or deduce meaning!

- **Watch out for synonyms (e.g. nice / lovely), cognates (words which are similar to English), false friends and negatives** - Examiners will test your knowledge of synonyms and related families of words e.g. *Suzy loves novels* may become *Suzy enjoys reading*.
- **Don't expect the examiner to choose the correct answer** - i.e. don't put 'apple/banana', when only one answer is needed – too many candidates like to hedge their bets and often self-penalise. Incorrect information can cancel out a correct answer i.e. if the answer is 'apple' but the candidate has written 'apple/banana' then it's effectively +1/-1 so they end up with zero.
- **Pay attention to words in bold in the question** – e.g. write **two** details, what did she **not** do, tick the correct **three** boxes etc.
- **Don't leave blanks!** – if all else fails, then make a guess. It's astounding how many candidates each year leave blanks, particularly on multiple choice questions.

How the listening paper works

The Foundation paper lasts 35 minutes and the Higher lasts 45. The key thing is to remember the paper gets harder throughout. Some questions are split into sections and some are one whole text – important to look at the paper and know how many questions you are going to need to answer at a time. There are 2 questions in German – at Foundation these are usually non-verbal but at Higher they usually need to give some answers in German. There is a mix of question styles and the whole point of the new exam is that you cannot predict which styles will appear in which order. The listening texts are either monologues or have 2/3 speakers.

The key feature of the listening exam is the 5 minute preparation time. Teaching students what to do in this time is really useful.

- Turn to the assessed language questions and try to write down what the questions/multiple choice answers mean in English – making a concerted effort to identify the assessed language questions will help. Many candidates seem to be taken by surprise by this section! Use the preparation time to identify the questions and look at what you need to do.

Component 3 Reading

There is a subtle difference between the two kinds of reading skills: reading in general and exam techniques to get better marks in their reading exams. There is a place for both in the classroom.

General exam techniques

- General techniques – it's important that candidates are aware of basic information such as length of the exam, marks per question and how to divide up their time. The questions will increase in difficulty (and text length as a rule) throughout the paper, so this should be factored in. Other basic points include not leaving blanks, writing clearly and concisely, giving the correct amount of information etc. are all relevant here. It's good practice to annotate the papers and jot down key words/highlight information etc.
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Reading techniques for approaching the reading paper

- Read the question carefully – highlight the key question words! – we can't say this enough!
- Remember the questions will usually always follow the order of the text – the only time they are not chronological is if there are inference/deduction questions or opinions on the text as a whole – but this is rare.
- Read the questions first, skim the text for gist, annotate the text, answer.
- Highlight negatives – useful
- Don't assume that the answer will jump out at you : Use common sense – remember as we said before, some answers won't be obvious, just because you recognise some familiar vocabulary doesn't mean that it's the answer!
- Annotate the text – label it as you read to help you later – it's good practice to make notes
- Don't leave any gaps in your answers. Check your work at the end.

Looking at this text in English can help us see things from a pupil's perspective. What do we do when we can't understand words? What strategies can we use to help us here? Does it matter that we can't understand everything?

It was ambitious to see how well the students worked together on a range of research projects. In spite of the power-cut that stopped right in the middle of one student's presentation, she was so well prepared that she made a joke out of it and just carried on.

Their approach made me formulate a lot about the way collaboration is such a vital part of our lives, and how much some world leaders could probably learn from these young people.

- 1. What were the students producing?
- 2. What made it possible for one student to carry on despite a set-back?
- 3. How could these young people be an example to world leaders?

Answers:

1. Projects
2. She was well prepared
3. They could learn from them

Reading skills in the exam

This text in English can also help develop strategies.

A few moments before ten, everyone left their houses to see the procession pass by. There were hardly any shops still open and out of respect for the family of the deceased, many bars also decided to stop serving whilst the black cars were driving through the village.

Recall question: What time was it?

Process question: What had the shops done?

Inference question: What event is being described?

Look out for distraction and qualified language.

Recall question: What time was it? Lift the answer – Just before 10. Exam skills – remember not to focus straight on the 'ten', read the language around it, as 'ten' would be incorrect.

Process question: What had the shops done? Use the language to find the answer – Closed.

Inference question: What event is being described? Put clues together - Funeral

Translation

The translation into English is the last question on the reading paper and is proving to be problematic for many candidates. The task is a paragraph which is divided into six sections and there are only 6 marks.

- Focus on accuracy and conveying the key messages – the key message needs to be conveyed for a mark, so accuracy is crucial.
- Make sure you check tenses, pronouns, singular/plural – the wrong tense/person means zero marks!
- Make sure your English makes sense and is logical! – the biggest issue is that the English is often sloppy and does not really make sense.
- Do as much as you can and then make educated guesses on any gaps from the context – the context is really important. If there are any gaps then it will automatically be zero for that section.

Techniques to employ for the translation on the reading paper:

- Break down the sentence into clauses (different sections). Why? Because this is how the examiners will allocate the marks! – this is useful advice!
- Identify the connectives – linking the sentences and sections is important
- Identify the verbs and tenses – must be correct person and correct tense
- Identify nouns and check agreements in the assessed language – translating a singular word to plural will cost marks for example
- Read it back to yourself – does it make sense? – this is a skill which needs practice!

Here are some tips on what examiners are looking for and how to convey the meaning

- Breaking down the text – this is useful
- Topic-related vocabulary – translation practice in class is helpful for reinforcing topic specific vocabulary
- Cognates – can be really helpful here
- Beware false friends – beware random guesses too!
- Practise with a variety of texts – look at different styles – practise with ALL the grammar points on the grammar list too
- Matching exercises – these are helpful in class to help students identify the correct translations

- Practise using proof-reading – swap translations with a partner and correct each other's English
- Making corrections – there is no problem in an exam if you cross out your translation and rewrite it – don't be afraid to make corrections!

Component 4 Writing

Foundation Tier

Question 1

Deine Schule	die Schule ist sehr gut und ist sehr groß
Deine Schulfächer	die Schulfächer ist nicht so gut
Deine Uniform	die Schule uniform ist sehr altmodisch und ist sehr rot.
Deine Lehrer	die lehrer ist sehr schlecht
Der Schultag	die Schultag ist sehr kleine und ist zehn-Uhr 10-3
Hausaufgaben	die hausaufgaben ist nicht so gut ich möchte mehr hausaufgaben für die Schule

Marks: 2,1,1,1,1,0,2

A) Meaning fully conveyed.

B) Meaning partially conveyed. The plural version of the noun combined with the singular verb gives ambiguity. Verb errors are major and therefore will preclude full marks being given.

- C) Meaning partially conveyed. Verb error ("is" instead of "ist").
- D) Meaning partially conveyed. Verb error ("is" instead of "ist"). Also, incorrect spelling of "schlecht".
- E) Meaning partially conveyed. Verb error ("is" instead of "ist"). Also, incorrect gender of "Schultag" (especially as given in rubric) and incorrect ending on "klein".
- F) Meaning fully conveyed.

Question 2

Schreib einen Blog für deine Schulwebseite über deine Stadt.

Gib **Informationen** und **Meinungen** zu den folgenden Themen:

- Touristenattraktionen
- das Wetter
- das Transportsystem.

Schreib ungefähr 60 Wörter **auf Deutsch**.

die Touristenattraktionen ist ein Theme park mit ein rollcoaster
das is sehr toll and nicht so langweilig. der is
also ein Sport Sportzentrum. die Sportzentrum hast
Federball, Basketball, Schwimmen und Tennis. das wetter ist
sehr ~~windig~~ windig und ist nicht so
gut. Normalerweise die wetter ist kalt und
schlecht. die Transportsystem ist ein zug und
auto. die gute Transporm ist die Schule autobus.

Marks: C-6, L-2 = 8

Communication and Content:

Candidate attempts to cover all three bullet points. Response has clarity in a few parts, but is frequently ambiguous due to use of English (theme park, "rollcoaster"), "der is", "also" used instead of "auch", "die Sportzentrum hast" etc. No opinions are expressed.

Linguistic Knowledge and Accuracy:

A very limited range of vocabulary and grammatical structures used. No attempt at any complex structures. Occasional demonstration of accuracy.

Question 3

[20]

Schreiben Sie einen Text für eine deutsche Internetseite über das Thema Gesundheit und Fitness.

Sie können weitere Informationen geben, aber Sie **müssen** Informationen zu den folgenden Themen schreiben:

- was man machen soll, um gesund zu bleiben
- was Sie letzte Woche für Ihre Fitness gemacht haben
- was Sie nächste Woche essen werden.

Schreiben Sie ungefähr 90-120 Wörter **auf Deutsch**.

um gesund zu bleiben esse ein Salat und ~~ganz~~
esse das ist gut für dich. um gesund zu bleiben
ich Spiele rugby ~~vier~~ dreimal pro Woche
und ich Spiele Squash einmal pro Woche.
Ich Trinke Wasser fünfmal pro Tag um
gesund zu bleiben.

letzte Woche um fit zu bleiben Ich habe Squash
Zweimal letzte Woche und ich Spiele Federball
einmal letzte Woche. Ich habe Schwimmen gemacht
letzte Woche.

Nächste Woche Ich werde gesund essen.
Ich werde Salat essen einmal pro Tag. ~~Ich esse~~
Ich werde essen mein ~~früh~~ fünfmal pro Tag um gesund zu
bleiben. Ich werde Wasser Trinke fünfmal pro
Tag und esse ~~zwei~~ ~~pro~~ Tag. drei mal pro Tag

Marks: C-7, L-7 = 14

Communication and Content:

A good response that addresses all 3 bullet points with some relevant facts, although no opinions are expressed. The response is mostly clear.

Linguistic Knowledge and Accuracy:

A reasonable variety of relevant vocabulary and grammatical structures are used, including some attempts at complex structures (um...zu). Tenses are not always successful, especially the past tense, although the future tense is sometimes successful.

Higher Tier

Question 1

[20]

Schreiben Sie einen Text für eine deutsche Internetseite über das Thema Gesundheit und Fitness.

Sie können weitere Informationen geben, aber Sie **müssen** Informationen zu den folgenden Themen schreiben:

- was man machen soll, um gesund zu bleiben *what you should do to stay healthy*
- was Sie letzte Woche für Ihre Fitness gemacht haben *what I did last week*
- was Sie nächste Woche essen werden. *to stay fit*

Schreiben Sie ungefähr 90-120 Wörter **auf Deutsch**.

↓
salad

Die ~~Gesundheit~~ Gesundheit ist sehr wichtig für ein lange und glücklich Leben, also man ~~musst~~ ^{musst} fit und gesund bleiben. ~~Es gibt viele Aktivitäten~~ ~~man kann~~ Man kann Sport treiben um fit zu bleiben, zum beispiel Fußball & Hockey und Schwimmen. Ich glaube das Sport fantastisch ist, weil man neue Freunden treffen ~~ist~~ ^{kann} und ~~gesundheit~~ es gesund ist. ~~in~~ ~~man~~ Für ein gesund Lebensstil ist es auch wichtig viele Wasser zu trinken und ~~es~~ Obst zu essen. Letzte Woche ~~habe~~ habe

ich Salat gegessen um gesund zu sein. Ich liebe Salat weil es sowohl lecker als auch gesund ist. Letzte Mittwoch habe ich mit meine Schwester in der Park gelaufen. Es ~~war~~ war prima weil der Park ~~ist~~

~~sehr~~ unheimlich schön ist, besonders in Sommer wenn die Blüme sind bunt und die Baumen sind grün. Nächste Woche Ich werde ein Obstkuchen backen, weil es es sehr lecker ist und es gibt nicht ~~viel~~ viel Zucker. Es ist viel mehr gesund als ein 'Mr Kipling' oder 'Dr Oetker' Kuchen, weil es Obst gibt.

Marks: C-10, L-10 = 20

Communication and Content:

A very good response that addresses all three bullet points. Facts and opinions are clear.

Linguistic Knowledge and Accuracy:

There is a very good variety of vocabulary and grammatical structures including many complex structures (modal verbs, "weil", "um ...zu", "sowohl...als auch", "wenn"). There is a very good level of accuracy with a few minor errors (e.g. verb inversion, incorrect word order after "wenn", wrong auxiliary verb). References to the past and future tenses are mainly successful.

Question 2

[28]

Schreib einen Blog für deine Schulwebseite.

Beschreib deine **Gedanken** und **Meinungen** zu **einem** Thema.

Schreib ungefähr 150-180 Wörter **auf Deutsch**.

Wähl 1 oder 2:

1. „die Ferien“

Du kannst weitere Informationen geben, aber du **musst** Informationen zu den folgenden Themen schreiben:

- Die Vor- und Nachteile von Ferien.
- Beschreib deine idealen Ferien, wenn du viel Geld hättest.

In meiner Meinung Ferien sind total fantastisch. Man kann über andere Länder lernen und neue Freunde treffen. Meine Lieblingsländer für ein Ferien ist Griechenland, weil die Leute sind ~~so~~ unheimlich sympatisch und freundlich. Auch liebe ich es, am die Strände in der Sonne ~~zu~~ zu liegen. Ich finde es prima, ein neues Landschaft zu sehen. Jedoch

sind ~~Für~~ Ferien sehr ~~sehr~~ stressig, besonders für meine Eltern. Flügen sind extrem teuer, und ein ~~lange~~ lange Flug ~~ist~~ oft sehr unbequem ist. Meine Familie ist unheimlich groß mit fünf Kinder und zwei Erwachsenen, also es sehr schwierig ist, ein Ferien zu haben. Mein Traumferien würde der USA weil ich es faszinierend und sehr interessant finde würde. Ich würde 'candy' und 'hotdogs' essen und das 'Statue of Liberty' sehen. ~~Am~~ Am ^{die} Küste gibt es vielen fantastischen Stränden und das ^{ist} toll ~~ist~~ weil ich liebe Schwimmen. Auch ist Amerika ideal, weil ich Englisch in Schule lernen, also es gut praktisch würde. Unglücklicherweise habe ich nicht genug Geld im Moment, aber wenn ich älter bin ich werde ein Flug zu Amerika ~~kaufen~~ kaufen.

Marks: C-17, L-8 = 25

Communication and Content:

An excellent response. Relevant and detailed information presented for both bullet points. Facts and opinions are expressed and justified. Communication is clear with just a little bit of ambiguity.

Linguistic Knowledge and Accuracy:

There is a good variety of vocabulary (e.g. "jedoch", intensifiers) and grammatical structures including complex structures (e.g. "weil", infinitive clauses and modal verbs). References to the future and conditional tenses are almost always correct.

Summary of key points

- Candidates should be encouraged to write a short sentence with an accurate verb for Foundation Question 1.
- Candidates should be encouraged to plan their answers before committing to paper – especially Foundation Question 3 and Higher Question 1 and 2.
- Candidates should organise their writing into paragraphs that clearly address the bullet points of the question.
- Candidates should be encouraged to write the word count at the end of each task.
- Candidates should clearly indicate which option they have chosen in Higher Question 2 by writing the task number and title to avoid examiner confusion.
- Centres should train their candidates to know that Higher Question 2 will always have 2 choices but that they must only write about ONE of the 2 options.

Translation

Foundation

Question 4 – Translation

[12]

Translate the sentences into German.

(a)	We normally stay in a hotel.	[2]
(b)	What is your favourite country?	[2]
(c)	The weather on the coast is very hot.	[2]
(d)	Last year we went to Spain in the summer holidays.	[3]
(e)	Next week I will fly to Austria with my family.	[3]

(a) Sie normalerweise fehe in ein hotel

(b) was is meine liebste landeschaft leiblingscountry

(c) das wetter in die coast ist sehr chaud

(d) letzte Jahre wir fahren spanien in die sommerferien.

(e) nächste woche ich werde fliegen ostreich mit
meiner family

Marks: 1, 0, 1, 2, 2 = 6

- a) Meaning is partially conveyed. Incorrect pronoun and verb, but “normally” and “in a hotel” is conveyed.
- b) Inappropriate response. Incorrect verb (“is”) and use of English for “country”, rendered answer too contaminated.
- c) Meaning is partially conveyed. One mark given for “das Wetter ist”. The rest is in English or French!
- d) Meaning is partially conveyed. Wrong tense, incorrect pronoun and “letzte Jahre”.
- e) Meaning is partially conveyed. Incorrect word order and use of English “family”.

Higher Tier

Question 3 – Translation

[12]

Translate the paragraph about Matteo's school studies into German.

Last night I did my German homework. It was quite interesting but extremely difficult. I think that my German teacher is great because she is always so helpful. In my opinion, languages are very important if you want a good job. In the future, I would like to go to university to study French.

Letzte ~~Woch~~ Nacht habe ich meine
Deutsch Hausaufgaben gemacht. Es war
ziemlich interessant aber extrem
schwierig. Ich denke dass mein Deutsch
Lehrerin ist toll, weil sie immer so
hilfsbereit ist. In meiner Meinung,
Fremdsprechen sind sehr wichtig, wenn
man ein job ^{möchten} ~~möchtent~~. In der Zukunft
möchte ich ~~zu~~ zu Uni gehen um
Französisch zu lernen.

Marks: 2, 2, 2, 2, 2 = 10

- A) Meaning fully conveyed with minor errors (incorrect ending on possessive pronoun and adjective).
- B) Meaning fully conveyed.
- C) Meaning fully conveyed with minor error (incorrect ending on possessive pronoun and incorrect word order after "dass").
- D) Meaning partially conveyed.
- E) Meaning partially conveyed. Use of "zu".