

GCSE German

Teaching and Learning Resources

Unit 1 Speaking

Role Play

In order to provide each candidate with the opportunity to succeed in this task, candidates should be encouraged to listen carefully to each question or prompt in order to glean possible clues, which may support their response. Careful consideration of the unseen questions should be made, when preparing candidates in both tiers.

In addition, candidates should be given ample opportunity in class to ask questions, as each roleplay requires candidates to formulate a question.

At Higher Tier, it is important to remind each candidate of keeping to the task requirements. If they extend their response to the prompt, it often results in an inaccuracy in either use of vocabulary or grammatical structures.

Guidance for teacher examiners

Unseen question

Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct at Foundation Tier and correct at Higher Tier.

Pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Photo Card Discussion

Students should be encouraged to:

- use the preparation time wisely
- consider context in preparation for unseen questions
- give opinions rather than describe
- extend and develop their responses
- make references to past, present and future events
- avoid pre-learned irrelevant information.

Teacher examiners should:

- spend equal time on each question: seen and unseen
- rephrase questions, but maintain the original meaning
- refrain from asking excessive numbers irrelevant of questions.

Teacher examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teacher examiners are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

Conversation Task

Students should:

- choose topics carefully
- initiate part one of the conversation
- avoid preparing a long and irrelevant introductory passage
- use the opportunity to show their linguistic knowledge and accuracy
- talk about events in the past and future
- express opinions and justify their views, using complex structures.
- give detailed, relevant and clear information, using the appropriate range of vocabulary and language for each tier.

Teacher examiners should:

- ensure equal timing of the two topics
- ask questions which encourage candidates to convey relevant and clear information
- give candidates the opportunity to talk about events in the past, present and future
- give candidates the opportunity express opinions and justify their views

Teacher examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However, if a candidate is awarded 0 for communication, they will not be able to gain any marks for the other categories.

If a candidate is unable to start part 1 of the conversation as indicated on the candidate and teacher instructions, then the teacher examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher examiner will start by asking the candidate a question

based on the bullet point selected by the candidate. The question may be taken from the support questions.

Ideas for developing speaking skills

- Mixed language – One student asks questions in their own language and the other answers in German. This allows for spontaneity without constant teacher involvement
- Interpreting practice – provide own language and German mixed stimulus and ask students to work in threes to get messages across
- Give students a set of sentences which they say to partner and which the partner has to repeat back changing as many words as possible to make a new sentence with the same structure
- Give students statements and ask them to generate a question that could go with each statement – this gives practice producing questions for the role-play

Unit 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 candidates 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 candidates need to tick
 - number of points candidates 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?
 - candidates should 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'.

Candidates 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 candidates 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 candidates 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 candidates 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 students 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.

Unit 3 Reading

There is a subtle difference between the two kinds of reading skills: reading in general and exam techniques for 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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 - need to focus on question words – if the question asks 'where?' then they will need to give a place etc.
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- Context – encourage candidates 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 reading makes a big difference for general understanding.

- Language – train candidates 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?!’
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- **Always answer in the same language as the question** – train candidates to highlight the assessed language questions immediately in the exam – there are 3 in the Reading 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!
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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/Welsh 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/Welsh makes sense and is logical! – the biggest issue is that the English/Welsh 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/Welsh
- 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!

Unit 4 Writing

Foundation Tier

Question 1 – Identity and Culture

[12]

Write a full sentence in **German** for each of the headings.

Description of your family.	Meiner familieier ist sehr gross und lustig.
What you are like.	Ich will sehr interessiert und indipendant.
When your birthday is.	Meiner Geburtstag ist auf 22 april.
What you do for your birthday.	Für Mein Geburtstag ich esse Chinese * feier ich.
What your friend looks like.	Meiner freinde hat lange blaue hare und blaue augen.
What you like to wear.	Ich like jeans und t-shirt geworen.

Question 1

- 1 mark was awarded because the meaning is only partially conveyed: "Familieier" is not clear. Some minor mistakes, too

- 1 mark was awarded because of limited communication. The meaning of the sentence is not fully clear (“indipendant”).
- Again only 1 mark was awarded because the month had to be used correctly to gain full communication mark. Some minor errors, too.
- 1 mark was awarded because the meaning is only partially conveyed. “Ich esse Chinese” involves cannibalism (!) and “feiren ich” makes no sense
- Simple words spelled wrong but there is evidence of some communication. -1 mark because the verb ending is incorrect (“Freunde” is plural therefore it should be “haben”)
- The meaning of “geworen” is unclear therefore -1 mark but some meaning is conveyed

Question 2 – Current and Future Study and Employment

[16]

Schreib einen Artikel für eine Webseite über deine Schule. Gib **Informationen** und **Meinungen** zu folgenden Themen:

- Schultag - School. day
- Schulfächer -
- Schuluniform. - School uniform

Schreib ungefähr **50 Wörter auf Deutsch**.



Sie Schultag beginne am acht
hour, und die Schuluniform ist ein
weise blase und blaue trause/skirt und
einen pullover

Question 2

CC: 1/10

Some points are ambiguous due to a lack of vocabulary knowledge. The answer is too short and the candidate communicates isolated facts only.

LKA: 1/6

Only a very limited range of vocabulary and grammatical structures were used. Verb endings are correct: “begin(n)t”, “ist” therefore 1 mark (Band 1) was awarded.

Question 3 – Wales and the World

[20]

Schreib einen Blog über die Umwelt.

Du musst Informationen zu folgenden Themen geben:

- was deine Schule für die Umwelt macht - is ~~the~~ your school good for the environment
- was du neulich zu Hause für die Umwelt gemacht hast
- was man machen könnte, um die Umwelt zu verbessern.

Schreib ungefähr 100 Wörter auf Deutsch.

Mein Schule ist gut für die Umwelt
Wied es recyceln gern, Mein Schüler recyceln
plastik, und papier, Biomulm, Altglas ~~etc~~.

Im meine hause es gibt enige sparen
lampen und energie sparen + v, und sie
wasser ist manchmal sie sparen und
als meine mutter und vater recyceln
gern, sie recyceln altglas, plastik, papier und
biomulm ~~etc~~.

Question 3

CC: 2/10

The answer is too short again and only some aspects of the requirements were met. The message breaks down occasionally e.g. "sie Wasser ist manchmal sie sparen".

LKA: 2/10

A lack of vocabulary and structures is evident in this short text. Only limited accuracy is demonstrated and the text is very basic (Band 1).

Question 4 – Translation

[12]

Translate the sentences **into German**.

(a)	My family usually visits France.	[2]
(b)	I like to go to the coast.	[2]
(c)	What do you do on holidays?	[2]
(d)	Last summer I stayed in a hotel for two weeks.	[3]
(e)	Next year we will travel by plane.	[3]

(a) Meiner familie normalerweise auf
France

(b) Ich liebe ~~den~~ im coast gehen.

(c) Was

(d) letztes Sommer im hotel am
Zwei Woche

(e) Nächstes Jahr Ich will mit dem flugzeug
gefahren

Question 4

(a) 0 marks because no information was conveyed clearly and no verb was used.

(b) 1 mark was awarded because the idea of “like to go” was conveyed even though with grammatical errors.

(c) 0 marks

(d) 1 mark was awarded because isolated words were communicated.

(e) 1 mark was awarded for communicating some information.

Higher Tier

Cwestiwn 1 – Cymru a'r Byd

[20]

Schreib einen Blog über die Umwelt.

Du musst Informationen zu folgenden Themen geben:

- was deine Schule für die Umwelt macht
- was du neulich zu Hause für die Umwelt gemacht hast
- was man machen könnte, um die Umwelt zu verbessern.

Schreib ungefähr **100 Wörter auf Deutsch**.

Die Umwelt!!

Die Umwelt ist unglaublich wichtig für unser Zukunft - alle Leute muss dieses kennen. Persönlich, mache ich sehr viel für die Umwelt weil ich sehr Umweltfreundlich bin.

Leider, meine Schule ist nicht so Umweltfreundlich als mich, obwohl sie sind nicht Umweltfreundlich. Zum Beispiel, sie recyceln alles - Dosen, Papier, Abgas, Flaschen... Sie ~~ist~~^{wird} auch in der Zukunft mehr Umweltfreundlich sein. Ich freue mich für das, aber im Moment, machen sie nicht viel. Sie sammeln Müll nicht - Schrecklich! - und sie können seine Müll ~~abholen~~ auch nicht. Für mich ist es traurig. Wir müssen die Umwelt schützen. So Schulen muss mehr für die Umwelt machen.

Zu Hause, bin ich unglaublich Umweltfreundlich. Letztes Woche, habe ich die Müll gesammelt, und ~~dann~~^{dann} habe ich es getrennt. Jetzt ist die Müll einfacher zu recyceln. Auch, neulich, recycle ich

Ich regide Papier und Flaschen und sehr viel mehr, um die Umwelt zu schützen. Meiner Meinung nach, ist es auch wichtig um die Licht zu ausschalten, weil es Energie und viel Geld sparrt.

Es ist sehr, sehr, sehr einfach um die Umwelt zu verbessern fünf oder zehn ~~von~~ Minuten pro Tag ~~helft~~ ^{wird} die Umwelt schützen. Aber leider, sind ~~viel~~ viel Leuten sehr Umweltfeindlich. Um die Umwelt zu verbessern, kann man anderen Dingen als regieren machen. Zum Beispiel, kann man wenn Schalten man das Licht aus, kann man viel für die Umwelt machen. Abgabe von Autos sind ^{schlecht} sehr Schrecklich für die Umwelt, so ~~kan~~ man kann nur dem Bus, mit dem Rad oder zu Fuß nach den Arbeiten oder nach der Schule. Ein bisschen pro Tag wird die Umwelt schützen.

CC: 9/10

A very good response from this candidate. S/he gives relevant information and facts, ideas and opinions are mostly expressed clearly. All requirements of the task were met and presented in an organised manner. Some minor ambiguities do not impede the overall communication e.g. mixing up *kennen* – *wissen*, *fünf oder zehn Minuten pro Tag wird die Umwelt schützen* (not precise enough).

LKA: 9/10

A good variety of structures and vocabulary qualify this candidate for Band 5. S/he attempted complex structures e.g. *um ... zu*, past tense, future tense, comparison even if not always grammatically correct. There is a good level of accuracy throughout the text. Examples of a good range of vocabulary include *unglaublich*, *andere Dinge* and topic specific vocabulary.

Schreib einen Artikel für eine Webseite oder einen Brief an eine Zeitung. Wähl ein Thema.

Gib Informationen, Beispiele und **Erklärungen** für deine **Meinungen**. Du kannst die Punkte als Hilfe benutzen.

Dewiswch:

NAILL AI

(a) Junge Leute und Freizeit

- wie wichtig Freizeit heutzutage ist
- positive und negative Aspekte von Freizeit
- beschreib, was du neulich in deiner Freizeit gemacht hast.

Junge Leute und Freizeit

In ~~meiner~~ Meinung, ist Freizeit sehr wichtig, besonders für junge Leute. Leider, heutzutage, ist Freizeit sehr teuer. Leuten muss es sagen immer, "du muss deine Hausaufgaben machen", aber, wir denken nicht für die Gesundheit von junge Leute. Mit vielen ~~GCSE~~ GCSE-Prüfungen und Abitur, sind junge Leute schon sehr gestress. Wir müssen sie ein bisschen Freizeit geben. Für Erwachsene, ist Freizeit auch ungenügend wichtig. Acht Stunden in einem Beruf? Es ist auch sehr stressig. Wir alle möchten ein bisschen Freizeit, um

die Körper zu schützen. gesund zu bleiben.

Es gibt viele pro- und nachteile von Freizeit. Zum Beispiel von Freizeit ist sehr gut für die Körper - man kann mehr Energie haben. Es ist sehr gut für die Gesundheit um Freizeit zu haben. Man soll ^{auch} mehr -

Eine Stressige junge Leute.	glücklich mit Freizeit werden. Ein Beruf für zehn Stunden ohne Freizeit? Nein danke! Aber leider, gibt es nachteile von Freizeit. Besonders für junge Leute, kann man wenig nach der Schule gehen. Mehr
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Freizeit, wenig ausbildung. Junge Leute wird auch wenig Achtung in Stunden nehmen. Es ist sehr wichtig, um einen ^{von Freizeit} Balance zu haben.

In meiner hause bisschen Freizeit, spiele ich Gitarre. Ich liebe Musik, und ich denke alle Leute soll es machen, der für manche Leute ist es schwierig. Pro Tag, spiele ich zwei Stunde von Gitarre, um besser zu werden. In der Zukunft ^{würde} ich ein Rockstar ^{werde}, und sehr viel Geld von Musik ~~verdienen~~ verdienen. Ich würde kein Musik machen. Ich freue mich!

CC: 10/10

This is a very good response overall where the candidate presents relevant information in relation to the task. Most facts, ideas and opinions are expressed clearly but there are some ambiguities e.g. *sehr gut für Geschäft*, *Achtung in Stunden nehmen*. In order to be awarded marks from a higher Band the candidate needed to include more justification and avoid ambiguities.

LKA: 8/10

The text includes a good variety of structures and vocabulary including complex structures. There are references to different tenses and the conditional but the past tense was not

included. Word order is generally very good (verb 2nd idea) as well as present tense endings and the use of modal verbs. The candidate included questioning, too and used conjunctions mostly correctly. There are some minor errors and the occasional major mistake.

Cwestiwn 3 – Cyfieithu

[12]

Cyfieithwch y paragraff i'r Almaeneg.

Yn y dyfodol, hoffwn i fod yn feddyg. Mae angen graddau da yn yr arholiadau er mwyn astudio meddygaeth yn y brifysgol. Roedd fy nhad-cu yn byw dramor am lawer o flynyddoedd. Roedd e'n gweithio mewn ysbyty bach yn Affrica oherwydd ei fod e'n hoffi helpu pobl. Rydw i'n credu y dylai meddyg fod yn garedig ac yn weithgar (*hardworking*).

In der Zukunft, möchte ich ein Arzt werden. ^{Man} Ich muss gute Marke in die Prüfungen haben, um Medizin an die Universität studieren. ~~Mein Großvater~~ Mein Großvater hat in andere Ländern für viele Jahre gewohnt. Es hat in einer kleine Krankenhaus ~~in~~ in Afrika gearbeitet, ~~weil es denn es~~ ~~hilft~~ ~~Man~~ denn es mag Menschen helfen. Meiner Meinung nach, soll ein Arzt freundlich werden, und Schwestern werden.

The first sentence is correct therefore 2 marks awarded.

The candidate misused vocabulary and did not include "zu".

The third sentence conveys some meaning but does also include some mistakes. However, the candidate still deserved to be awarded 1 mark

Sentence four conveys the meaning but also includes some mistakes. The candidate shows good understanding of the past tense, word order and infinitive structures therefore was awarded 2 marks.

The last sentence conveys some meaning but grammatical structures are correct and the candidate was awarded 2 marks.

Strategies to develop writing skills

Give students practice in adding complexity to simple sentences 'The cat sat on the mat' ... add adjectives, adverbs, change the tense, add a subordinate clause, add a negative. They could also practice using a wider range of vocabulary – they don't always need to play football (replace with hockey) and go to the park (replace with bowling alley) or eat a pizza (replace with a local dish). This is something even quite weak candidates can do and would also support listening and reading. They might also consider using questions in writing, saying 'Isn't that interesting?' rather than 'It is interesting'.

Summary of key points

- Foundation Tier Question 1: keep the answer short but include a verb.
- Foundation Tier Question 2: include information and opinions, attempts of more complex structures will be awarded even if not always used correctly.
- Foundation Tier Question 3 / Higher Tier Question 1: give relevant information and use a range of tenses.
- Higher Tier Question 2: develop ideas to give details rather than listing facts; justify views; include complex structures and a range of tenses.
- Translations: read the English/Welsh text carefully and ensure to translate every aspect, e.g. usually, like to go, small hospital.