

GCSE GERMAN

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes at Foundation (+12 minutes' supervised preparation time)
10-12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card 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 you start the General Conversation.
- Candidates should hand both stimulus cards to you before you start 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. The General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3-5 minutes at Foundation; 5-7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

German
Speaking Test
Teacher's Booklet

Contents

Part 1

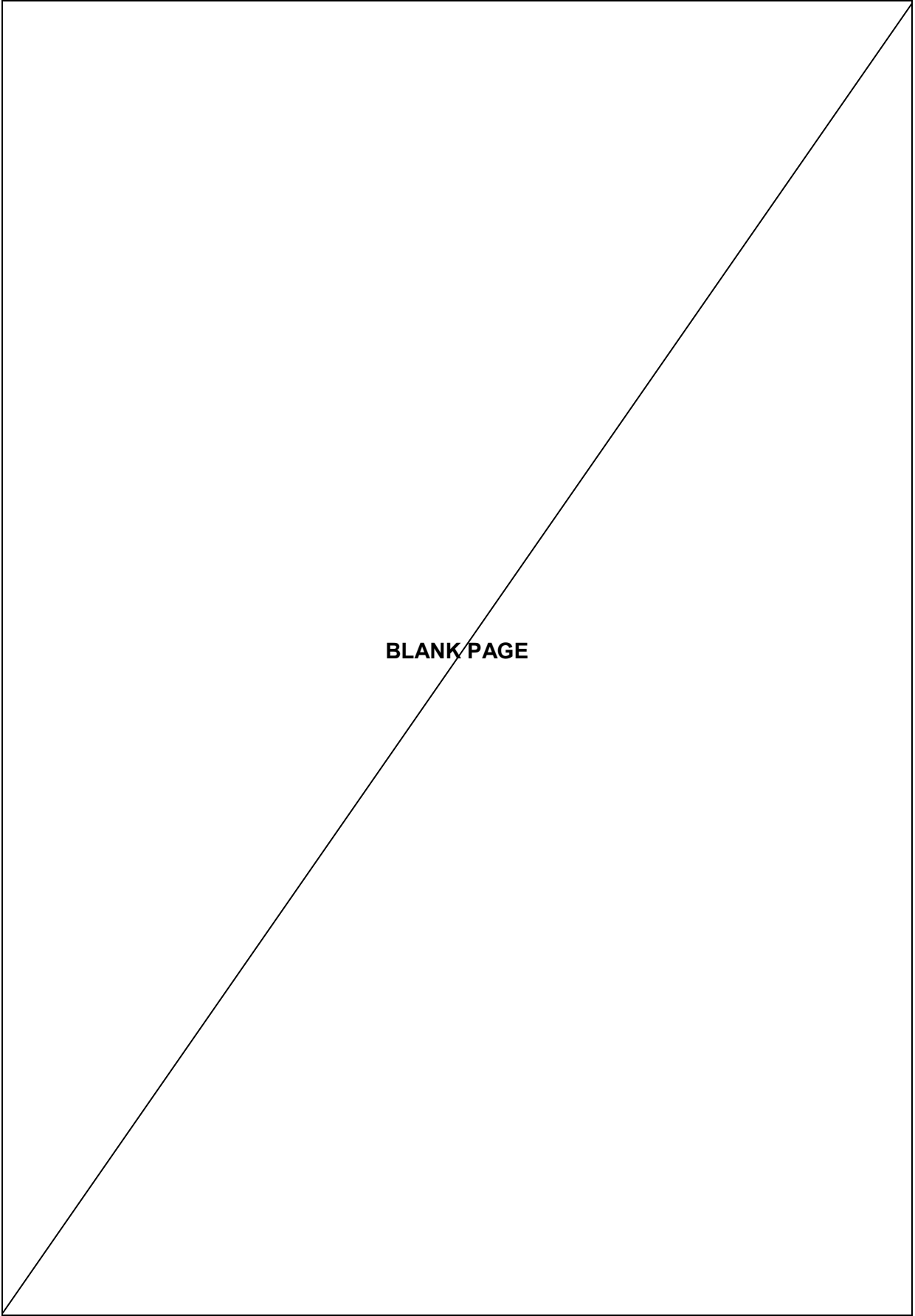
Role-plays (Foundation Tier) (1-9)
Role-plays (Higher Tier) (10-18)

Part 2

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

Part 3

Suggested questions for General Conversation



ROLE-PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

Your teacher will play the part of the sales assistant 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 Fast-Food-Restaurant in Deutschland. Sie sprechen mit dem Verkäufer / der Verkäuferin.

- Etwas zu essen für Sie (**zwei** Details).
 - **!**
 - Ihre Meinung über die Speisekarte (**ein** Detail).
 - Sie in ein Fast-Food-Restaurant - wie oft.
 - **?** Toilette.
-

ROLE-PLAY 1 (FOUNDATION TIER)**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 Fast-Food-Restaurant in Deutschland. Ich bin der Verkäufer / die Verkäuferin.*

- 1** Ask the candidate what he/she wants to order. (Elicit **two** items).

Bitte schön?

- 2** Allow the candidate to order **two** things to eat.

! Ask the candidate what he/she would like to drink.

Und was möchten Sie trinken?

- 3** Allow the candidate to say what drink he/she wants.

Ask the candidate what he/she thinks of the menu. (Elicit **one** opinion.)

Alles klar. Wie finden Sie die Speisekarte hier?

- 4** Allow the candidate to give **one** opinion of the menu.

Ask the candidate how often he/she goes to a fast food restaurant.

Wie oft gehen Sie ins Fast-Food-Restaurant?

- 5** Allow the candidate to say how often he/she goes to a fast food restaurant.

Interessant.

? Allow the candidate to ask you about the toilet.

(Give an appropriate answer).

ROLE-PLAY 2 (FOUNDATION TIER)**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 einem Freund/einer Freundin aus Österreich über Fitness.

- Du ins Fitnesszentrum - wie oft.
 - **Eine** Aktivität im Fitnesszentrum.
 - Dein Lieblingssport.
 - **!**
 - **?** Meinung über Rauchen.
-

ROLE-PLAY 2 (FOUNDATION TIER)**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 how often he/she goes to the gym.
Wie oft gehst du ins Fitnesszentrum?
- 2 Allow the candidate to say how often he/she goes to the gym.
Ask the candidate what he/she does there. (Elicit **one** activity).
Und was machst du im Fitnesszentrum?
- 3 Allow the candidate to say **one** activity he/she does in the gym.
Ask the candidate what his/her favourite sport is.
Was ist dein Lieblingssport?
- 4 Allow the candidate to say what his/her favourite sport is.
! Ask the candidate what he/she thinks about healthy food.
Wie findest du gesundes Essen?
- 5 Allow the candidate to say what he/she thinks of healthy food.
Finde ich auch.
- ?** Allow the candidate to ask you what you think about smoking.
Ich finde das ekelhaft.

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

Your teacher will play the part of the assistant and will speak first.

You should address the 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 einer Touristeninformation in Deutschland. Sie sprechen mit dem Angestellten / der Angestellten.

- Ihre Nationalität.
- Sie in Deutschland - für wie lange.
- Übernachtung – wo.
- **!**
- **?** Öffnungszeiten der Geschäfte.

ROLE-PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *Sie*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

Introductory text: *Sie sind in einer Touristeninformation in Deutschland. Ich bin der Angestellte/die Angestellte.*

- 1 Ask the candidate what nationality he/she is.

Guten Tag. Welche Nationalität haben Sie?

- 2 Allow the candidate to say what nationality he/she is.
Ask the candidate how long he/she is staying in Germany.

Und für wie lange sind Sie hier in Deutschland?

- 3 Allow the candidate to say how long he/she is in Germany.
Ask the candidate where he/she is staying.

Wo übernachten Sie?

- 4 Allow the candidate to say where he/she is staying.
! Ask the candidate what he/she thinks of Germany.

Wie finden Sie es hier in Deutschland?

- 5 Allow the candidate to say what he/she thinks of Germany.

Interessant.

- ? Allow the candidate to ask you a question about shop opening times.

Heute schließen die Geschäfte um 18 Uhr.

ROLE-PLAY 4 (FOUNDATION TIER)**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 einem Freund / einer Freundin aus der Schweiz über die neuen Technologien.

- Du im Internet – **eine** Aktivität.
 - Deine Meinung über das Internet (**ein** Detail).
 - **!**
 - Informatik in deiner Schule – wie oft.
 - **?** Handy.
-

ROLE-PLAY 4 (FOUNDATION TIER)**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 einem Freund / einer Freundin aus der Schweiz. Ich bin dein Freund / deine Freundin.*

- 1 Ask the candidate what he/she does on the internet.
Was machst du im Internet?
 - 2 Allow the candidate to say one activity he/she does on the internet.
Ask the candidate what he/she thinks of the internet. (Elicit one opinion).
Und wie findest du das Internet?
 - 3 Allow the candidate to give one opinion about the internet.
! Ask the candidate how many *Facebook* friends he/she has.
Wie viele Facebook-Freunde hast du?
 - 4 Allow the candidate to say how many Facebook friends he/she has.
Ask the candidate how often he/she learns computer studies at school.
Wie oft lernst du Informatik in der Schule?
 - 5 Allow the candidate to say how often he/she learns computer studies at school.
Interessant.
- ? Allow the candidate to ask you a question about mobile phones.
(Give an appropriate answer).
-

ROLE-PLAY 5 (FOUNDATION TIER)**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 Austauschpartner / deiner Austauschpartnerin aus Österreich über die Routine in der Schule.

- Dein Schultag (**ein** Detail).
 - **!**
 - Deine Kleidung in der Schule (**zwei** Details).
 - Du in der Pause - **eine** Aktivität.
 - **?** Meinung über Hausaufgaben.
-

ROLE-PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

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

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

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

- 1** Ask the candidate about his/her school day. (Elicit **one** detail).

Also, dein Schultag?

- 2** Allow the candidate to give one detail about his/her school day.

! Ask the candidate how he/she gets to school.

Wie kommst du zur Schule?

- 3** Allow the candidate to say how he/she gets to school.
Ask the candidate what he/she wears to school. (Elicit **two** details).

Was für Kleidung trägst du in der Schule?

- 4** Allow the candidate to give **two** details about what he/she wears to school.
Ask the candidate what he/she does at break time. (Elicit **one** activity).

Was machst du in der Pause?

- 5** Allow the candidate to say what he/she does at break time.

Ich auch.

- ?** Allow the candidate to ask you what you think about homework.

Hausaufgaben sind schrecklich.

ROLE-PLAY 6 (FOUNDATION TIER)**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 Arbeit und die Zukunft.

- Dein Plan für nächstes Jahr (**ein** Detail).
 - Dein Job im Moment (**eine** Aktivität).
 - Deine Meinung über Arbeit (**ein** Detail).
 - **?** Beruf in der Zukunft.
 - **!**
-

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

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

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

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

- 1** Ask the candidate about his/her plans for next year.

Also, was machst du nächstes Jahr?

- 2** Allow the candidate to state **one** plan for next year.
Ask the candidate about his/her job. (Elicit **one** detail).

Und dein Job?

- 3** Allow the candidate to say one thing about his/her job.
Ask the candidate what he/she thinks of working. (Elicit **one** opinion).

Arbeitest du gerne?

- 4** Allow the candidate to give **one** opinion about working.

Ich arbeite nicht so gern.

- ?** Allow the candidate to ask you about career plans.

Ich will Pilot/Pilotin werden.

- 5 !** Ask the candidate where he/she wants to live in the future.

Wo willst du in der Zukunft wohnen?

Allow the candidate to say where he/she wants to live.

Ich will hier bleiben.

ROLE-PLAY 7 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the receptionist and will speak first.

You should address the receptionist as Sie.

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

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

Sie buchen ein Hotelzimmer in Österreich. Sie sprechen mit der Person an der Hotelrezeption.

- Ihr Zimmer – wie viele Personen.
 - Was für ein Zimmer (**zwei** Details).
 - Für wie lange.
 - **?** Preis.
 - **!**
-

ROLE-PLAY 7 (FOUNDATION TIER)**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 Österreich. Ich bin die Person an der Rezeption.

- 1 Ask the candidate if you can help.

Bitte schön?

- 2 Allow the candidate to ask for a room for a specified number of people. Ask the candidate what type of room he/she wants. (Elicit **two** details).

Was für ein Zimmer möchten Sie?

- 3 Allow the candidate to give two details about the room. Ask the candidate how long he/she is staying.

Und für wie lange möchten Sie das Zimmer?

- 4 Allow the candidate to say how long he/she is staying.

Kein Problem.

- ? Allow the candidate to ask you about the cost.

Das kostet 80 Euro pro Nacht.

- 5 ! Ask the candidate what time he/she wants to have breakfast.

Um wie viel Uhr möchten Sie frühstücken?

Allow the candidate to say what time he/she wants breakfast.

Alles klar.

ROLE-PLAY 8 (FOUNDATION TIER)**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 Schulfächer.

- Dein Stundenplan (**ein** Detail).
 - Deine Noten in der Schule (**ein** Detail).
 - Deine Prüfungen (**ein** Detail).
 - **!**
 - **?** Lieblingsfach.
-

ROLE-PLAY 8 (FOUNDATION TIER)**TEACHER'S ROLE**

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

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

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

- 1** Ask the candidate about his/her timetable. (Elicit **one** detail).

Also, dein Stundenplan?

- 2** Allow the candidate to give **one** detail about his/her timetable.
Ask the candidate about his/her grades at school. (Elicit **one** detail).

Wie sind deine Schulnoten?

- 3** Allow the candidate to give **one** detail about his/her school grades.
Ask the candidate about his/her exams. (Elicit **one** detail).

Und deine Prüfungen?

- 4** Allow the candidate to give **one** detail about his/her exams.
! Ask the candidate what he/she thinks of his/her German teacher.

Wie findest du deinen Deutschlehrer/deine Deutschlehrerin?

- 5** Allow the candidate to say what he/she thinks of his/her German teacher.

Ach so.

- ?** Allow the candidate to ask you about your favourite subject.

(Give an appropriate answer).

ROLE-PLAY 9 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the 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 kaufen Konzertkarten an einer Theaterkasse in Deutschland. Sie sprechen mit dem Angestellten / der Angestellten.

- Konzertkarten – wie viele.
 - Für wann.
 - **!**
 - **?** Konzertzeiten.
 - Ihre Meinung über Livemusik (**ein** Detail).
-

ROLE-PLAY 9 (FOUNDATION TIER)

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 an einer Theaterkasse in Deutschland. Ich bin der Angestellte / die Angestellte.

- 1 Ask the candidate if you can help.

Also, kann ich Ihnen helfen?

- 2 Allow the candidate to say how many concert tickets he/she wants.
Ask the candidate when he/she wants the tickets for.

Für wann wollen Sie die Karten?

- 3 Allow the candidate to say when he/she wants the tickets for.
! Say there are discounts for young people. Ask the candidate how old he/she is.

Die Karten für Jugendliche sind billiger. Wie alt sind Sie?

- 4 Allow the candidate to say how old he/she is.

Alles klar.

- ? Allow the candidate to ask you a question about the concert times.

Das Konzert beginnt um 20 Uhr und endet um etwa 22 Uhr.

- 5 Ask the candidate what he/she thinks of live music. (Elicit **one** opinion).

Wie finden Sie Livemusik?

Allow the candidate to give one opinion about live music.

Das denke ich auch.

ROLE-PLAY 10 (HIGHER TIER)**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 Musik.

- Deine Lieblingsmusik – warum.
 - Das letzte Mal Musik gekauft – wann und wo.
 - **?** Konzert.
 - Deine Meinung über den Preis von Konzertkarten (**ein** Detail).
 - **!**
-

ROLE-PLAY 10 (HIGHER TIER)

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 what his/her favourite music is and why.
Was für Musik hörst du am liebsten? ... Warum?
- 2 Allow the candidate to say what his/her favourite music is and why.
Ask the candidate when and where he/she last bought music.
Wann hast du zum letzten Mal Musik gekauft und wo?
- 3 Allow the candidate to say when and where he/she last bought music.
Interessant.
- ? Allow the candidate to ask you a question about a concert.
(Give an appropriate answer).
- 4 Ask the candidate to give **one** opinion about concert ticket prices.
Wie findest du den Preis von Konzertkarten?
- 5 ! Allow the candidate to give **one** opinion about concert ticket prices.
Ask the candidate how often he/she learns music at school and what instrument he/she plays.
Wie oft lernst du Musik in der Schule? Welches Instrument spielst du?

Allow the candidate to say how often he/she learns music at school and what instrument he/she plays.
Musik ist mein Lieblingsfach.

ROLE-PLAY 11 (HIGHER TIER)**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 dein Problem zu Hause.

- Dein Problem zu Hause – was.
- Seit wann.
- Deine Situation besser machen – wie.
- **!**
- **?** Meinung über Eltern.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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

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

- 1 Ask the candidate what the matter is.

Also, was ist los?

- 2 Allow the candidate to say what the problem at home is.
Ask the candidate how long there has been a problem.

Seit wann hast du das Problem?

- 3 Allow the candidate to say how long there has been a problem.
Ask the candidate what he/she will do to improve the situation.

Was wirst du machen, um die Situation besser zu machen?

- 4 Allow the candidate to say what he/she will do to improve the situation.

- ! Ask the candidate what he/she does with his/her family and what he/she thinks of family activities.

Was machst du mit deiner Familie zusammen? Wie findest du Familienaktivitäten?

- 5 Allow the candidate to say what he/she does with his/her family and what he/she thinks of family activities.

Interessant.

- ? Allow the candidate to ask you what you think of your/his/her parents.

Ich finde sie ganz nett.

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as Sie.

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

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

Sie buchen einen Flug in einem Reisebüro in Österreich. Sie sprechen mit dem Verkäufer / der Verkäuferin.

- Ihr Flug - wohin.
- Wann fliegen - Datum und Zeit.
- **?** Handgepäck – wie viel.
- Das letzte Mal geflogen.
- **!**

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

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

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

Introductory text: *Sie sind in einem Reisebüro in Österreich. Ich bin der Verkäufer / die Verkäuferin.*

- 1 Ask the candidate if you can help.

Kann ich Ihnen helfen?

- 2 Allow the candidate to say where he/she wants to fly to.
Ask the candidate when he/she wants to fly. (Elicit a **date** and **time**).

Wann wollen Sie fliegen?

- 3 Allow the candidate to give a date and time that he/she wants to fly.

Alles klar.

- ? Allow the candidate to ask you how much hand luggage is allowed.

Nur eine kleine Tasche.

- 4 Ask the candidate when was the last time that he/she flew.

Wann sind Sie zum letzten Mal geflogen?

- 5 Allow the candidate to say when he/she last flew.

- ! Ask the candidate where he/she comes from and why he/she is in Austria.

Übrigens, woher kommen Sie? ... Warum sind Sie hier in Österreich?

Allow the candidate to say where he/she comes from and the reason for being in Austria.

Interessant.

ROLE-PLAY 13 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your partner as du.

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

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

Du sprichst mit deinem deutschen Austauschpartner / deiner deutschen Austauschpartnerin über Fremdsprachen.

- Fremdsprachen an deiner Schule – welche.
- Deutsch als Schulfach – seit wann.
- **!**
- Du nach Deutschland in der Zukunft – warum (nicht).
- **?** Fremdsprachen – warum.

ROLE-PLAY 13 (HIGHER TIER)

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 language learning at his/her school.
Wie ist es mit Fremdsprachen an deiner Schule?
 - 2 Allow the candidate to say what languages one can learn at his/her school.
Ask the candidate how long he/she has been learning German at school.
Seit wann lernst du Deutsch in der Schule?
 - 3 Allow the candidate to say how long he/she has been learning German.
! Ask the candidate how often he/she learns German at school and what he/she thinks of the German lessons. (Elicit **one** opinion).
Wie oft lernst du Deutsch in der Schule? Und wie findest du deine Deutschstunden?
 - 4 Allow the candidate to say how often he/she learns German at school and what he/she thinks of the German lessons.
Ask the candidate if he/she has plans to visit Germany and why (not). (Elicit **one** reason).
Möchtest du in der Zukunft nach Deutschland fahren? ... Warum (nicht)?
 - 5 Allow the candidate to say whether he/she would like to go to Germany and to give **one** reason why/why not.
Ich war schon zweimal in England.
- ?** Allow the candidate to ask you a question about the reason for learning languages.
(Give an appropriate answer).

ROLE-PLAY 14 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the 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 einer Touristeninformation in Linz in Österreich. Sie sprechen mit dem Angestellten / der Angestellten.

- Sie in Linz – warum.
 - Was hier gemacht – **eine** Aktivität.
 - **!**
 - Ihre Meinung über die Leute in Linz (**ein** Detail).
 - **?** Gut essen – wo.
-

ROLE-PLAY 14 (HIGHER TIER)**TEACHER'S ROLE**

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

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

Introductory text: *Sie sind in einer Touristeninformation in Linz in Österreich. Ich bin der Angestellte / die Angestellte.*

- 1 Ask the candidate why he/she is in Linz.

Warum sind Sie hier in Linz?

- 2 Allow the candidate to say why he/she is in Linz.
Ask the candidate what he/she has done here. (Elicit **one** activity).

Was haben Sie hier schon gemacht?

- 3 Allow the candidate to say **one** activity he/she has done here.
! Ask the candidate where he/she comes from and what there is to see there.
(Elicit **one** detail).

Woher kommen Sie? Und was gibt es dort zu sehen?

- 4 Allow the candidate to say where he/she comes from and give **one** detail about what there is to see there.
Ask the candidate what he/she thinks of the people in Linz. (Elicit **one** opinion).

Wie finden Sie die Leute hier in Linz?

- 5 Allow the candidate to give **one** opinion about the people in Linz.

Interessant.

- ?** Allow the candidate to ask you a question about a good place to eat.

Hier sind alle Restaurants sehr gut.

ROLE-PLAY 15 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your 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 und Arbeit.

- Du im letzten Schuljahr - **eine** Aktivität.
 - Du auf die Uni - warum (nicht) (**ein** Detail).
 - **!**
 - Deine Meinung über Freiwilligenarbeit (**ein** Detail).
 - **?** Arbeit im Ausland.
-

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate what he/she did in the last school year. (Elicit **one** activity).
Was hast du im letzten Schuljahr gemacht?
- 2 Allow the candidate to give **one** detail about what he/she did in the last school year. Ask the candidate whether he/she will go to university and why (not). (Elicit **one** reason).
Und wirst du auf die Uni gehen? ... Warum (nicht)?
- 3 Allow the candidate to say whether he/she will go to university and give **one** reason why (not).
! Ask the candidate what job he/she wants to do and how many hours a week he/she wants to work.
Was willst du später als Beruf machen? Und wie viele Stunden pro Woche willst du arbeiten?
- 4 Allow the candidate to say what job he/she wants to do and how many hours a week he/she wants to work.
Ask the candidate what he/she thinks of voluntary work. (Elicit **one** opinion).
Wie findest du Freiwilligenarbeit?
- 5 Allow the candidate to give **one** opinion about voluntary work.
Interessant.
- ?** Allow the candidate to ask you a question about working abroad.
Ja, klar.

ROLE-PLAY 16 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress 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.

- Ihr Tisch reserviert – für wie viel Uhr.
 - **!**
 - Sie kommen zu spät zum Restaurant – warum.
 - **Ein** Problem mit dem Tisch.
 - **?** Für Vegetarier.
-

ROLE-PLAY 16 (HIGHER TIER)**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 Welcome the candidate to the restaurant.

Willkommen in unserem Restaurant!

- 2 Allow the candidate to say that he/she has reserved a table and for what time.
Ask the candidate for his/her second name and for how many people the booking is.

! *Wie heißen Sie mit Familiennamen? ... Für wie viele Personen haben Sie reserviert?*

- 3 Allow the candidate to give his/her second name and say for how many people he/she has booked.

Alles klar. Zum Glück ist Ihr Tisch noch frei.

- 4 Allow the candidate to say why he/she has arrived late.
Say that is not a problem and show the candidate to his/her table.

Kein Problem. Und hier ist Ihr Tisch.

- 5 Allow the candidate to say what the problem with the table is.
Say that there is another table available.

Wir haben einen anderen Tisch hier.

- ? Allow the candidate to ask you a question about vegetarian options.

Ich bringe die Speisekarte für Vegetarier sofort.

ROLE-PLAY 17 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the sales assistant 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 Geschäft in der Schweiz. Sie sprechen mit dem Verkäufer / der Verkäuferin.

- Ihr T-Shirt hier gekauft – wann.
- Problem mit dem T-Shirt – **zwei** Details.
- **?** Neues T-Shirt.
- **!**
- Ihre Meinung über die Bedienung (**ein** Detail).

ROLE-PLAY 17 (HIGHER TIER)

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

- 1 Ask the candidate if you can help.

Guten Tag! Kann ich Ihnen helfen?

- 2 Allow the candidate to say when he/she bought a T-shirt.
Ask the candidate what is wrong with the T-shirt. (Elicit **two** details).

Ja, und gibt es ein Problem mit dem T-Shirt?

- 3 Allow the candidate to say **two** things that are wrong with the T-shirt.

Es tut mir leid.

- ? Allow the candidate to ask you a question about changing the T-shirt.

Ja, natürlich!

- 4 ! Ask the candidate in what colour and size he/she wants the new T-shirt.

In welcher Farbe wollen Sie das neue T-Shirt? ... Und welche Größe?

Allow the candidate to say in what colour and size he/she wants the new T-shirt.

Alles klar.

- 5 Allow the candidate to say what he/she thinks of the service in the shop. (Elicit **one** opinion).

Wie finden Sie die Bedienung hier?

Say you will tell the manager.

Das sage ich dem Manager.

ROLE-PLAY 18 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

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

You should address your 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.

- Du an deiner Schule – seit wann.
 - **!**
 - Klassenfahrt gemacht (**ein** Detail).
 - **Eine** Meinung über deine Lehrer – warum.
 - **?** Schuluniform.
-

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

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

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

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

- 1 Ask the candidate how long he/she has been at his/her school.
Seit wann bist du an deiner Schule?
 - 2 Allow the candidate to say how long he/she has been at his/her school.
! Ask the candidate how long the school day is and what he/she thinks of the school day.
Wie lang ist der Schultag? Und wie findest du den Schultag?
 - 3 Allow the candidate to say how long the school day is and what he/she thinks of the school day.
Ask the candidate about school trips.
Sag mir etwas über eine Klassenfahrt, die du gemacht hast.
 - 4 Allow the candidate to give one detail about a past school trip.
Ask the candidate what he/she thinks about his/her teachers. (Elicit **one** opinion and **one** reason).
Wie findest du deine Lehrer? ... Warum?
 - 5 Allow the candidate to give **one** opinion and **one** reason about his/her teachers.
Interessant.
- ? Allow the candidate to ask you a question about school uniform.
Bei uns gibt es keine Uniform.

FOUNDATION TIER**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 **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?
 - Gehst du gern joggen? ... Warum (nicht)?
 - Was hast du letzte Woche für deine Fitness gemacht?
-

Card A 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Gehst du gern joggen? ... Warum (nicht)?
- Was hast du letzte Woche für deine Fitness gemacht?
- Was kann man machen, um gesünder zu leben?
- Was macht deine Familie, um fit zu bleiben?

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?'.

FOUNDATION TIER

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 **me, my family and friends**.



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?
- Gehst du gern auf Geburtstagspartys? ... Warum (nicht)?
- Wie hast du deinen letzten Geburtstag gefeiert?

Card B Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Gehst du gern auf Geburtstagspartys? ... Warum (nicht)?
- Wie hast du deinen letzten Geburtstag gefeiert?
- Was kann man als Teenager mit Freunden machen?
- Beschreib deinen besten Freund / deine beste Freundin.

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?'

FOUNDATION TIER**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 **home, town, neighbourhood and region.**



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

- Was gibt es auf dem Foto?
 - Wie findest du deinen Wohnort?
 - Was hast du letzte Woche in deiner Gegend gemacht?
-

Card C Teacher's Notes

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

Topic: Home, town, neighbourhood and region.

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du deinen Wohnort?
- Was hast du letzte Woche in deiner Gegend gemacht?
- Wie ist das Wetter in deiner Gegend?
- Wo kann man in deiner Gegend gut einkaufen?

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?'

FOUNDATION TIER**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 **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 ist dein Lieblingssport? ... Warum?
- Was für Sport hast du letzte Woche gemacht?

Card D 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was ist dein Lieblingssport? ... Warum?
- Was für Sport hast du letzte Woche gemacht?
- Was für Sportmöglichkeiten gibt es in deiner Stadt?
- Wie findet deine Familie Sport?

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?'

FOUNDATION TIER**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 **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?
- Was muss man an deiner Schule lernen?
- Welche Hausaufgaben hast du letzte Woche gemacht?

Card E 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was muss man an deiner Schule lernen?
- Welche Hausaufgaben hast du letzte Woche gemacht?
- Was ist dein Lieblingsfach in der Schule? ... Warum?
- Wie sind die Lehrer an deiner 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

- 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?'

FOUNDATION TIER**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 **jobs, career choices and ambitions**.



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

- Was gibt es auf dem Foto?
 - Wie findest du die Arbeit im Büro?
 - Was wirst du später als Beruf machen?
-

Card F 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du die Arbeit im Büro?
- Was wirst du später als Beruf machen?
- Wo arbeiten deine Eltern?
- Wie ist der ideale Job für dich?

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?'

FOUNDATION TIER**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 **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 die Kommunikationstechnologie?
 - Was hast du letzte Woche im Internet gemacht?
-

Card G 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du die Kommunikationstechnologie?
- Was hast du letzte Woche im Internet gemacht?
- Wie kann man einen Computer für die Schule benutzen?
- Welches Handy ist das beste? ... 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?'

FOUNDATION TIER**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 **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?
 - Wohin fährst du gern in Urlaub? ... Warum?
 - Was hast du letzten Sommer gemacht?
-

Card H 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wohin fährst du gern in Urlaub? ... Warum?
- Was hast du letzten Sommer gemacht?
- Was kann man als Teenager im Urlaub machen?
- Was ist besser: Urlaub mit Familie oder Freunden? ... Warum?

Part 3 - General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

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

FOUNDATION TIER**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 **life at school/college**.



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

- Was gibt es auf dem Foto?
 - Wie oft gehst du in die Schulbibliothek?
 - Wie war es letzte Woche in der Schule?
-

Card I Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie oft gehst du in die Schulbibliothek?
- Wie war es letzte Woche in der Schule?
- Wie findest du den Schultag?
- Welche Regeln gibt es an deiner 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

- 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?'

HIGHER TIER**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 **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?
- Ist es wichtig, fit zu bleiben? ... Warum (nicht)?
- Hast du gestern gesund gegessen?

Card J 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Ist es wichtig, fit zu bleiben? ... Warum (nicht)?
- Hast du gestern gesund gegessen?
- Warum rauchen so viele Jugendliche?
- Was wirst du in der Zukunft für deine Fitness 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?'

HIGHER TIER**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 **me, my family and friends**.



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 hast du deinen letzten Geburtstag gefeiert?
- Wie ist ein guter Freund oder eine gute Freundin?

Card K Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie hast du deinen letzten Geburtstag gefeiert?
- Wie ist ein guter Freund oder eine gute Freundin?
- Was wirst du nächstes Wochenende mit Freunden machen?
- Ist es besser, Zeit mit der Familie oder mit Freunden zu verbringen? ... 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?'

HIGHER TIER**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 **home, town, neighbourhood and region.**



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

- Was gibt es auf dem Foto?
- Wo ist das Leben besser: in der Stadt oder auf dem Land? ... Warum?
- Wo möchtest du später wohnen? ... Warum?

Card L Teacher's Notes

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

Topic: Home, town, neighbourhood and region.

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wo ist das Leben besser: in der Stadt oder auf dem Land? ... Warum?
- Wo möchtest du später wohnen? ... Warum?
- Wie sind die Einkaufsmöglichkeiten in deiner Gegend?
- Was hast du letzte Woche in deiner Gegend gemacht?

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?'

HIGHER TIER**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 **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 ist besser: Sport machen oder Sport ansehen? ... Warum?
- Wann hast du zum letzten Mal Sport live gesehen?

Card M 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was ist besser: Sport machen oder Sport ansehen? ... Warum?
- Wann hast du zum letzten Mal Sport live gesehen?
- Welche neue Sportart möchtest du probieren? ... Warum?
- Wie sind die Sportmöglichkeiten 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 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?'

HIGHER TIER**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 **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?
- Was sind die wichtigsten Schulfächer? ... Warum?
- Was hast du gestern Abend für die Schule gemacht?

Card N 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was sind die wichtigsten Schulfächer? ... Warum?
- Was hast du gestern Abend für die Schule gemacht?
- Wie ist ein guter Lehrer oder eine gute Lehrerin?
- Was wirst du nächstes Jahr lernen? ... 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?'

HIGHER TIER**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 **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?
- Möchtest du im Büro arbeiten? ... Warum (nicht)?
- Was ist besser: an der Universität studieren oder arbeiten? ... Warum?

Card O 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Möchtest du im Büro arbeiten? ... Warum (nicht)?
- Was ist besser: an der Universität studieren oder arbeiten? ... Warum?
- Was hast du schon gemacht, um Geld zu verdienen?
- Wenn man arbeitet, wie wichtig ist ein guter Lohn?

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?'

HIGHER TIER**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 **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?
- Was sind die besten sozialen Medien? ... Warum?
- Wie hast du letzte Woche die Kommunikationstechnologie benutzt?

Card P 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was sind die besten sozialen Medien? ... Warum?
- Wie hast du letzte Woche die Kommunikationstechnologie benutzt?
- Kann man ohne Handy leben?
- Was wirst du heute Abend im Internet machen?

Part 3 - General Conversation

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

Themes for the General Conversation

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

Remember

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

HIGHER TIER**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 **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?
- Wo kann man am besten die Ferien verbringen?
- Was hast du letztes Jahr in den Sommerferien gemacht?

Card Q 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. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wo kann man am besten die Ferien verbringen?
- Was hast du letztes Jahr in den Sommerferien gemacht?
- Warum ist Urlaub so wichtig?
- Was sind deine Pläne für diesen Sommer?

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?'

HIGHER TIER**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 **life at school/college**.



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

- Was gibt es auf dem Foto?
- Wie ist bei dir ein normaler Schultag?
- Was wirst du heute Abend für die Schule machen?

Card R Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie ist bei dir ein normaler Schultag?
- Was wirst du heute Abend für die Schule machen?
- Wie bist du dieses Jahr zur Schule gekommen?
- Ist Schuluniform eine gute Idee? ... 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?'

Part 3 SUGGESTED 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 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 Sequence Chart – Foundation Tier

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

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

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 5, Photo card D and her second Conversation Theme will be Theme 2.

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

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
2	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
3	6	Theme 1	A (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
4	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

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

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

GCSE German Speaking Test Sequence Chart – Higher Tier

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

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

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 11, Photo card J and her second Conversation Theme will be Theme 1.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 14, Photo card O and his second Conversation Theme will be Theme 1.

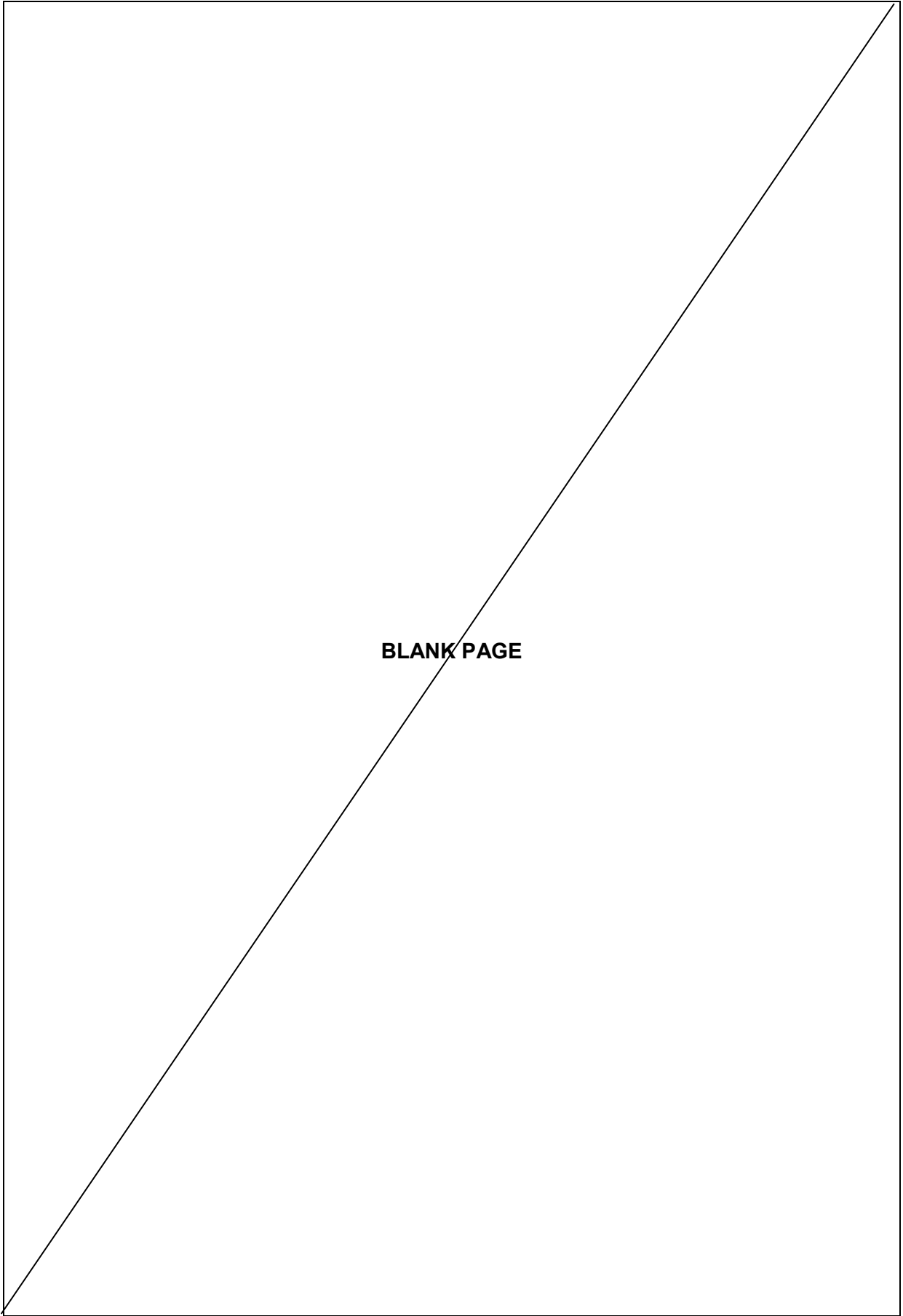
After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
4	16	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

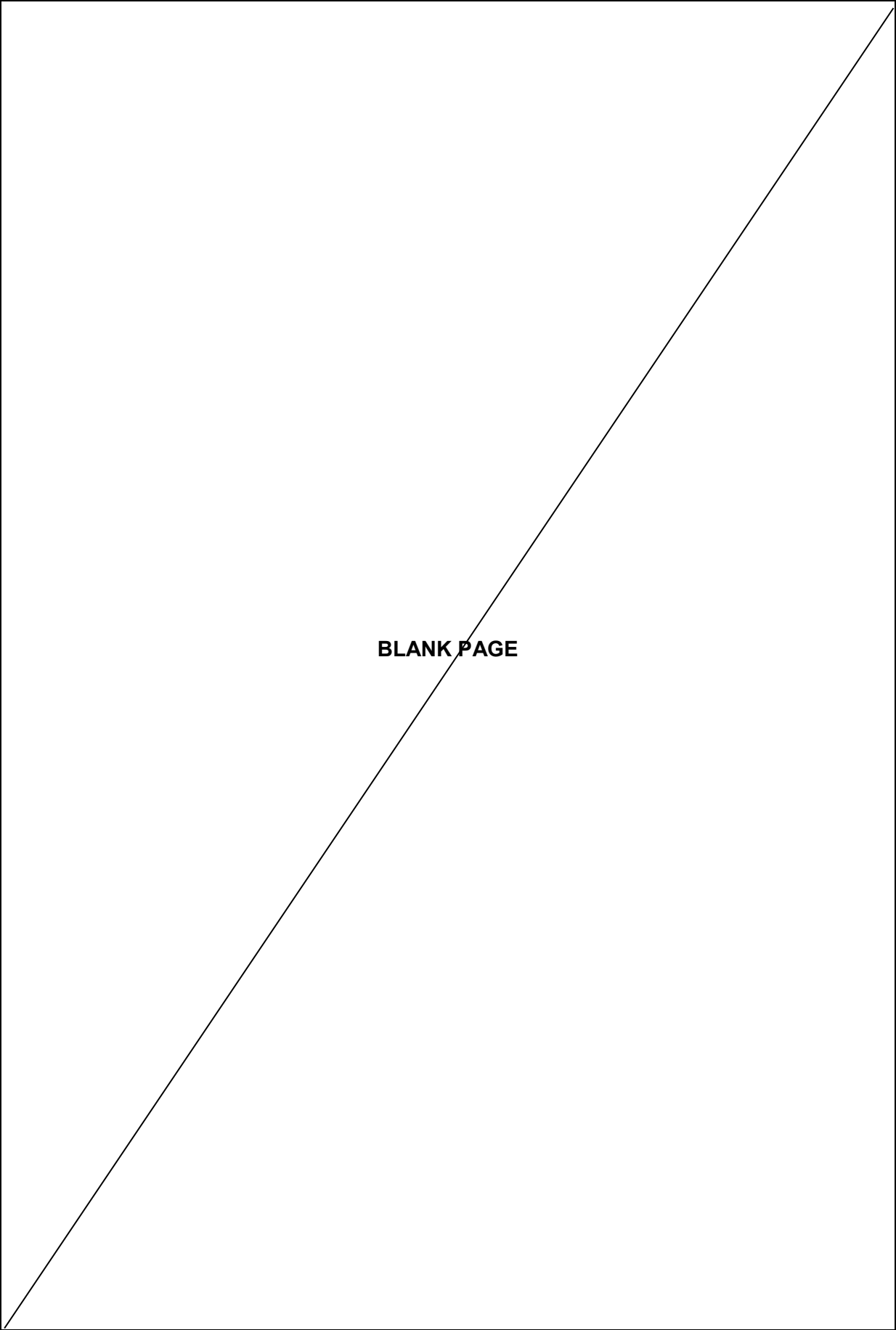
Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
11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

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

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