

GCSE (9-1) German



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German (1GN0)

First teaching from September 2016

First certification from 2018

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this document are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469255 3 9

All the material in this publication is copyright
© Pearson Education Limited 2016

Contents

Introduction	1
General marking guidance	3
Foundation tier	
Paper 1F – Listening transcript	5
Paper 1F – Listening question paper	11
Paper 1F – Listening mark scheme	27
Paper 2F – Speaking general instructions to the teacher plus role play and picture-based task cards	33
Paper 2F – Speaking mark scheme	121
Paper 3F – Reading question paper	135
Paper 3F – Reading mark scheme	151
Paper 4F – Writing question paper	157
Paper 4F – Writing mark scheme	165
Higher tier	
Paper 1H – Listening transcript	179
Paper 1H – Listening question paper	187
Paper 1H – Listening mark scheme	201
Paper 2H – Speaking general instructions to the teacher Speaking role play and picture-based task cards	209
Paper 2H – Speaking mark scheme	297
Paper 3H – Reading question paper	309
Paper 3H – Reading mark scheme	327
Paper 4H – Writing question paper	333
Paper 4H – Writing mark scheme	345

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in German is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

**Paper 1: Listening and understanding in German
Transcript**

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/1F

Do not return the transcript with the question paper.

Turn over ►

S50646A

©2015 Pearson Education Ltd.



PEARSON

SECTION A

Working life

Question 1

Example

F1: Ich arbeite in einer Fabrik.

Question 1

F2: Ich bin Krankenschwester in einer Klinik.

M1: Mein Job ist schwer, aber er macht Spaß.

M2: Ich bin gut bezahlt.

Girls' football

Question 2

Example

F1: Wir sind alle sechzehnjährige Mädchen im Team.

Question 2 Part (i)

F1: Heute haben wir drei zu null gewonnen – fantastisch.

Question 2 Part (ii)

F1: Wir sind seit fünf Monaten zusammen.

Question 2 Part (iii)

F1: Normalerweise spielen wir donnerstags im Stadion.

Environment

Question 3

Example

F1: Bist du umweltfreundlich, Ali?

M1: Ja – ich kaufe oft Fair-Trade-Produkte.

Question 3

M1: Und ich sortiere gern den Müll und bringe Altglas zum Container.

F1: Und Karin?

F2: Ich interessiere mich für globale Probleme wie den Regenwald.

F1: Und Jens?

M2: Ich schalte immer das Licht aus.

School

Question 4

Example

F1: Jana geht gern in die Schule.

Question 4

F1: Die Theatergruppe am Freitag Nachmittag macht ihr enorm viel Spaß. Für Lukas ist alles nicht so einfach. Er musste schon ein Jahr wiederholen. Theresa hat auch Probleme gehabt. Es ist für sie schwer, neue Freunde zu finden.

Cinema details

Question 5 Part (a)

M2: Ab nächstem Samstag zeigen wir „Sascha, wo bist du?“.

Question 5 Part (b)

M2: Das ist ein spannender Krimi.

Question 5 Part (c)

M2: Die Vorstellung beginnt um 19.30 Uhr.

Question 5 Part (d)

M2: Die Karten kosten €7,50 für Erwachsene. Schüler zahlen €6.

Future careers

Question 6

F2: Was möchtest du beruflich machen, Knut?

M2: Mit Kollegen in einem Büro arbeiten würde mir gefallen. Teamarbeit interessiert mich. Ich möchte jeden Tag etwas Neues machen.

F2: Mehmet?

M1: Ich möchte in der Hauptstadt arbeiten. Dort verdient man mehr Geld. Ich kann auch schon Englisch und Französisch sprechen.

Directions

Question 7

Example

F1: Wir treffen uns am Deutschen Museum.

Question 7

F1: Geh nicht zu Fuß – es ist zu weit. Du kommst aus deinem Hotel und gehst nach rechts bis zur Haltestelle. Am besten fährst du mit der Straßenbahn. Sie hält direkt am Museum. Steig an der Brücke aus. Das Museum ist gleich da.

Windsurfing in Attendorn

Question 8

M1: Die kleine Stadt Attendorn ist noch nicht sehr bekannt, aber jetzt freut sie sich auf ihre erste Windsurfmeisterschaft im Herbst. Professionelle Windsurfer aus der ganzen Welt werden in die Stadt kommen. Die Einwohner hoffen, dass die Besucher viel Geld in den Geschäften der Stadt ausgeben werden.

Restaurant advertisement

Question 9

Example

F2: Suchen Sie ein bequemes Restaurant in der Nähe der Berge?

Question 9

F2: Das Restaurant Alpenblick ist morgens bis abends geöffnet. Das traditionelle Tagesmenü besteht aus Vorspeise, Hauptgericht und Nachtisch, alles zum günstigen Preis von € 15. Seit den sechziger Jahren bieten wir auch Essen aus aller Welt. Die Sendung *Kochen live* wird oft hier gefilmt. Und unsere Volksmusik-Konzerte jeden Samstag sind populär. Am besten planen Sie Ihren Besuch im Voraus. Abends sollte man immer reservieren, mittags ist das nicht immer nötig. Rufen Sie mal an – wir warten auf Sie!

Social media

Question 10

F1: Ich bin Uschi. Soziale Netzwerke sind wichtig. Ich finde es schön, dass ich mit meinen Freundinnen leicht in Kontakt bleiben kann. Schlecht ist es aber, dass Freunde immer wissen, was man macht. Das finde ich nicht so toll.

M1: Ich bin Kai. Natürlich benutze ich soziale Netzwerke – wie alle in meinem Alter. Aber meiner Meinung nach verbringen Jugendliche zu viel Zeit online. Es ist besser, sich mit Freunden in der Stadt zu treffen.

School in Switzerland

Question 11

Example

M2: Die Hausaufgaben in der Schweiz sind immer interessant und ich mache sie gern.

Question 11

M2: Hier habe ich immer Angst davor sitzenzubleiben, aber andererseits können wir beim Austausch nach Frankreich mitmachen. Das gefällt mir gut. Nach der Schule gibt es leider keine AGs wie Orchester oder Umweltklub. Als guter Sportler ist es fantastisch, dass wir so viel Sportunterricht haben – dreimal in der Woche. In der Schweiz tragen wir keine Schuluniform – ich hatte die Uniform in England.

The Nuremberg Christmas market

Question 12

F2: Der Weihnachtsmarkt in Nürnberg wird immer beliebter. Ab Ende November wird es fast unmöglich, ein Hotelzimmer in der Stadt zu finden. Jedes Jahr werden Würste, Wein und Geschenke verkauft. Seit 400 Jahren wählt man jeden Dezember ein Mädchen als Weihnachtsprinzessin. Besuchen Sie unsere Website. Dort kann man alles online bestellen.

SECTION B

Hotel

Question 13

Example

M2: Ich komme im August nach Berlin und möchte ein Zimmer reservieren.

Question 13

F1: Was für ein Zimmer möchten Sie?

M2: Ein schönes Doppelzimmer für mich und meine Frau, aber nicht im Erdgeschoss – dort ist es uns immer zu laut. Meine Frau hat Geburtstag und kommt zum ersten Mal nach Berlin. Der Berliner Dom und die wichtigen Museen sind für uns ein Muss, aber einkaufen können wir zu Hause.

F1: Ein Zimmer oben kostet € 98 pro Nacht – Frühstück ist von halb acht bis elf Uhr.

Besuch in Köln

Question 14

Example

F2: Während der Fahrt dahin gibt es leider nichts Interessantes zu tun.

Question 14

F2: Aber Köln ist meine Lieblingsstadt! Da findet man immer etwas Neues. Ich komme mit meiner Freundin Petra gut aus – wir lachen die ganze Zeit. Petras Haus war früher traditionell ausgestattet, aber die neue Küche und das moderne Badezimmer gefallen mir sehr. Beim letzten Besuch hatten wir ein so volles Programm, dass ich nicht genug Zeit zum Schlafen hatte. Wir haben einen Ausflug nach Phantasialand gemacht, aber das war nichts für mich.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

German

Paper 1: Listening and understanding in German

Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 30 minutes and 5 minutes' reading time

Paper Reference

1GN0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in German.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S50646A

©2015 Pearson Education Ltd.



S 5 0 6 4 6 A 0 1 1 6

PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Working life

1 What do these people say about work?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example: I work in a factory	<input checked="" type="checkbox"/>
A I work at weekends	<input type="checkbox"/>
B I am a nurse	<input type="checkbox"/>
C I use languages	<input type="checkbox"/>
D My boss is strict	<input type="checkbox"/>
E I find my work hard	<input type="checkbox"/>
F My pay is good	<input type="checkbox"/>
G The hours are long	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

Girls' football

2 Claudia is describing her football team.

What does she say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The girls are all...

<input type="checkbox"/>	A over 16
<input checked="" type="checkbox"/>	B the same age
<input type="checkbox"/>	C different ages
<input type="checkbox"/>	D under 15

(i) Today the team...

<input type="checkbox"/>	A won the match
<input type="checkbox"/>	B lost the game
<input type="checkbox"/>	C played at home
<input type="checkbox"/>	D reached the final

(ii) The team has been together...

<input type="checkbox"/>	A since 2015
<input type="checkbox"/>	B for 5 years
<input type="checkbox"/>	C for 5 months
<input type="checkbox"/>	D for 15 months

(iii) They play on...

<input type="checkbox"/>	A Mondays
<input type="checkbox"/>	B Tuesdays
<input type="checkbox"/>	C Wednesdays
<input type="checkbox"/>	D Thursdays

(Total for Question 2 = 3 marks)

Environment

3 Lisa and her friends are talking about the environment.

What do they say?

Listen to the recording and put a cross ☒ next to each one of the **three** correct statements.

	Ali	Karin	Jens
Example: I buy Fairtrade goods	☒	☒	☒
A I use public transport	☒	☒	☒
B I always buy recycled paper	☒	☒	☒
C I care about the rainforest	☒	☒	☒
D I switch off lights	☒	☒	☒
E I take only showers, not baths	☒	☒	☒
F I compost all food waste	☒	☒	☒
G I like recycling	☒	☒	☒

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School

- 4 Your German friend's mother is talking about her children and school.

What does she say about them?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

	Jana	Lukas	Theresa
Example: likes school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A did not do well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B cannot make friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C had to change schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D wants to leave school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E hates science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F is keen on drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G is top of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Cinema details

5 You phone the cinema and listen to this recorded message.

Listen to the recording and answer the following questions **in English**.

(a) When is the cinema showing the film *Sascha, wo bist du*?

(1)

(b) What sort of film is it?

(1)

(c) What time does the film start?

(1)

(d) How much do tickets cost for adults?

(1)

€

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Future careers

- 6 Knut and Mehmet are discussing their future careers.

What is important to them?

Complete the sentences. Use the correct words from the box.

independence	languages
travel	salary
training	teamwork
variety	facilities

- (a) Knut values teamwork
and

- (b) Mehmet values
and

(Total for Question 6 = 3 marks)

Directions

7 Your German friend leaves a voicemail message about meeting later.

What three directions does she give?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example: meet at museum	<input checked="" type="checkbox"/>
A cross street at hotel	<input type="checkbox"/>
B take the tram	<input type="checkbox"/>
C get off at bridge	<input type="checkbox"/>
D walk to museum	<input type="checkbox"/>
E cross the bridge	<input type="checkbox"/>
F go by bus	<input type="checkbox"/>
G turn right from hotel	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

Windsurfing in Attendorn

8 While in Germany you hear a radio report about an event in Attendorn.

Listen to the report and answer the following questions **in English**.

(a) What do local people think about the event?

(1)

(b) How do we know the event is popular?

(1)

(c) How do the local people hope to benefit?

(1)

(Total for Question 8 = 3 marks)

Restaurant advertisement

- 9 You hear this restaurant advertisement on local radio in Austria.

What do you find out about the restaurant?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: From the restaurant you can see...

<input type="checkbox"/>	A a lake
<input checked="" type="checkbox"/>	B the mountains
<input type="checkbox"/>	C the town
<input type="checkbox"/>	D the border

- (i) The restaurant is open...

<input type="checkbox"/>	A in the evenings only
<input type="checkbox"/>	B at weekends only
<input type="checkbox"/>	C six days a week
<input type="checkbox"/>	D all day

- (ii) The daily menu consists of...

<input type="checkbox"/>	A food and a drink
<input type="checkbox"/>	B an international dish
<input type="checkbox"/>	C three courses
<input type="checkbox"/>	D a selection of main courses

- (iii) The restaurant also offers...

<input type="checkbox"/>	A international food
<input type="checkbox"/>	B 60s style food
<input type="checkbox"/>	C a range of sixty dishes
<input type="checkbox"/>	D vegetarian food

(iv) On Saturday there is...

<input type="checkbox"/>	A filming in the restaurant
<input type="checkbox"/>	B live entertainment
<input type="checkbox"/>	C no lunchtime service
<input type="checkbox"/>	D a reduction in prices

(Total for Question 9 = 4 marks)

Social media

- 10** You receive a podcast from Uschi and Kai, students at your partner school in Germany.

Listen to the podcast and answer the following questions **in English**.

(a) Why does Uschi like social media?

(1)

(b) What disadvantage does she see?

(1)

(c) What does Kai think about young people's use of social media?

(1)

(d) What would he rather do?

(1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School in Switzerland

11 Your Swiss friend, Max, is talking about his schooling in Switzerland.

What does Max like about going to school in Switzerland?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example: doing homework	<input checked="" type="checkbox"/>
A possibility of repeating the year	<input type="checkbox"/>
B going on an exchange	<input type="checkbox"/>
C learning languages	<input type="checkbox"/>
D joining clubs	<input type="checkbox"/>
E playing music	<input type="checkbox"/>
F amount of sport	<input type="checkbox"/>
G not wearing uniform	<input type="checkbox"/>

(Total for Question 11 = 3 marks)

The Nuremberg Christmas market

12 While in Germany, you hear this information on the radio about a Christmas market.

Listen to the information and answer the following questions **in English**.

(a) How do we know the market is popular?

(1)

(b) Name **two** traditional elements of the market.

(2)

(c) How has the market kept up to date?

(1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B**Hotel**

13 Du machst ein Berufspraktikum bei einem Berliner Hotel und höre dieses Gespräch.

Fülle die Lücke in jedem Satz mit einem Wort oder Wörtern aus dem Kasten. Es gibt mehr Wörter als Lücken.

89	im Sommer	07.30	noch nie	ruhig
Geschäfte	im Erdgeschoss	oft	98	Restaurants
	Sehenswürdigkeiten	08.30		

Beispiel: Der Gast möchte im Sommer nach Berlin.

- (a) Das Zimmer muss sein. (1)
- (b) Seine Frau war in Berlin. (1)
- (c) Der Mann und seine Frau wollen die besuchen. (1)
- (d) Das Zimmer kostet € pro Nacht. (1)
- (e) Frühstück beginnt um (1)

(Total for Question 13 = 5 marks)

Besuch in Köln

14 Du hörst einen Bericht im Internet über Steffis Besuch in Köln.

Wie war es in Deutschland? Trage entweder **ermüdend**, **fantastisch**, **langweilig** oder **lustig** ein. Du kannst jedes Wort mehr als einmal verwenden.

Beispiel: Die Reise nach Köln ist **langweilig**

- (a) Die Stadt ist (1)
- (b) Steffi findet Petra (1)
- (c) Steffi findet Petras Haus (1)
- (d) Für Steffi war das Programm (1)
- (e) Sie fand den Besuch nach Phantasialand (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE German Foundation tier

Paper 1 Mark scheme

SECTION A

Question number	Answer	Mark
1	B, E, F	(3)

Question number	Answer	Mark
2(i)	A	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	D	(1)

Question number	Answer	Mark
3(Ali)	G	(1)

Question number	Answer	Mark
3(Karin)	C	(1)

Question number	Answer	Mark
3(Jens)	D	(1)

Question number	Answer	Mark
4(Jana)	F	(1)

Question number	Answer	Mark
4(Lukas)	A	(1)

Question number	Answer	Mark
4(Theresa)	B	(1)

Question number	Answer	Reject	Mark
5(a)	(from) (next) Saturday	any other day of week	(1)

Question number	Answer	Reject	Mark
5(b)	thriller/crime film/detective film/	any other type of film	(1)

Question number	Answer	Reject	Mark
5(c)	19.30/7.30(pm)	7.30 am/9.30	(1)

Question number	Answer	Reject	Mark
5(d)	€7.50	6	(1)

Question number	Answer	Mark
6(a)	variety	(1)

Question number	Answer	Reject	Mark
6(b)	salary and languages (in either order)	travel	(2)

Question number	Answer	Mark
7	B, C, G	(3)

Question number	Answer	Mark
8(a)	they look forward to it, they are pleased about it/are positive about it	(1)

Question number	Answer	Mark
8(b)	windsurfers from <u>all over the world</u> are coming	(1)

Question number	Answer	Mark
8(c)	earn money from visitors/visitors will spend money	(1)

Question number	Answer	Mark
9(i)	D	(1)

Question number	Answer	Mark
9(ii)	C	(1)

Question number	Answer	Mark
9(iii)	A	(1)

Question number	Answer	Mark
9(iv)	B	(1)

Question number	Answer	Reject	Mark
10(a)	Any one of the following: can keep in contact (with friends) (1) speak/talk to friends (1)	make (new) friends	(1)

Question number	Answer	Reject	Mark
10(b)	friends (always) know what you are doing	being with friends	(1)

Question number	Answer	Mark
10(c)	they spend too long online	(1)

Question number	Answer	Mark
10(d)	meet friends in town / face to face	(1)

Question number	Answer	Mark
11	B, F, G	(3)

Question number	Answer	Reject	Mark
12(a)	it is (almost) impossible/hard to find a hotel room	can stay in a hotel	(1)

Question number	Answer	Reject	Mark
12(b)	Any two of the following: sausages (1) wine (1) presents (sold) (1) Christmas princess (1)	any other specific food or drink	(2)

Question number	Answer	Mark
12(c)	you can order online/they have a website	(1)

SECTION B

Question number	Answer	Mark
13(a)	ruhig	(1)

Question number	Answer	Mark
13(b)	noch nie	(1)

Question number	Answer	Mark
13(c)	Sehenswürdigkeiten	(1)

Question number	Answer	Mark
13(d)	98	(1)

Question number	Answer	Mark
13(e)	07.30	(1)

Question number	Answer	Mark
14(a)(i)	fantastisch	(1)

Question number	Answer	Mark
14(a)(ii)	lustig	(1)

Question number	Answer	Mark
14(a)(iii)	fantastisch	(1)

Question number	Answer	Mark
14(b)(i)	ermüdend	(1)

Question number	Answer	Mark
14(b)(ii)	langweilig	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

General instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE German Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR1
- Picture card FP3
- Conversation 1: (Student-selected) Theme 3
- Conversation 2: Theme 4 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 2 grid
3rd candidate: Candidate 4 grid
4th candidate: Candidate 7 grid
5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1		FR1 (Theme 2)	→	FP6 (Theme 3)	Theme 1	Theme 4 OR Theme 5
				FP3 (Theme 1)	Theme 3	Theme 4 OR Theme 5
				FP1 (Theme 5)	Theme 4	Theme 1 OR Theme 3
				FP2 (Theme 4)	Theme 5	Theme 1 OR Theme 3
				FP2 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 2		FR2 (Theme 1)	→	FP7 (Theme 2)	Theme 3	Theme 4 OR Theme 5
				FP8 (Theme 5)	Theme 4	Theme 2 OR Theme 3
				FP9 (Theme 3)	Theme 5	Theme 2 OR Theme 4
				FP1 (Theme 5)	Theme 2	Theme 3 OR Theme 4
				FP10 (Theme 2)	Theme 3	Theme 4 OR Theme 5
Candidate 3		FR3 (Theme 1)		FP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
				FP2 (Theme 4)	Theme 5	Theme 2 OR Theme 3
				FP2 (Theme 4)	Theme 1	Theme 2 OR Theme 5
				FP8 (Theme 5)	Theme 2	Theme 1 OR Theme 4
				FP4 (Theme 1)	Theme 4	Theme 2 OR Theme 5
Candidate 4		FR4 (Theme 3)		FP7 (Theme 2)	Theme 5	Theme 1 OR Theme 4
				FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
				FP2 (Theme 4)	Theme 3	Theme 2 OR Theme 5
				FP2 (Theme 4)	Theme 2	Theme 2 OR Theme 5
				FP10 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 5		FR5 (Theme 1)		FP2 (Theme 4)	Theme 4	Theme 2 OR Theme 5
				FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
				FP2 (Theme 4)	Theme 3	Theme 2 OR Theme 5
				FP1 (Theme 5)	Theme 4	Theme 2 OR Theme 3
				FP10 (Theme 2)	Theme 5	Theme 3 OR Theme 4

Candidate 6	FR6 (Theme 2)	FP2 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP8 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP5 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP9 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
Candidate 7	FR7 (Theme 4)	FP8 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		FP3 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP1 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		FP2 (Theme 4)	Theme 3	Theme 1 OR Theme 5
Candidate 8	FR8 (Theme 2)	FP9 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		FP4 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		FP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP5 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP8 (Theme 5)	Theme 3	Theme 1 OR Theme 2
Candidate 9	FR9 (Theme 4)	FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP2 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		FP1 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP3 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP10 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 10	FR10 (Theme 3)			

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

BLANK PAGE

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR1

Topic: Travel and tourist transactions

Instructions to candidates:

You are telephoning a restaurant in Germany to make a reservation for a birthday celebration. The teacher will play the role of the waiter/waitress and will speak first.

You must address the waiter/waitress as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie telefonieren mit einem Restaurant in Deutschland. Sie wollen eine Reservierung machen.

1. Reservierung – wie viele Leute
2. Reservierung – wann
3. !
4. Besuch – Grund
5. ? Vegetarisches Essen

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR1

Topic: Travel and tourist transactions

Instructions to teacher:

Address the candidate as *Sie*

- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie telefonieren mit einem Restaurant in Deutschland. Sie wollen eine Reservierung machen.

1	<i>Kann ich Ihnen helfen?</i> Allow the candidate to say for how many people s/he would like to make a reservation.
2	<i>Um wie viel Uhr möchten Sie zu uns kommen?</i> Allow the candidate to say for what time the reservation is for.
3	<i>!</i> <i>Wo möchten Sie sitzen?</i> Allow the candidate to say where s/he wants to sit.
4	<i>Was feiern Sie?</i> Allow the candidate to say what s/he is celebrating. <i>Schön.</i>
5	<i>?</i> Allow the candidate to ask about vegetarian meals. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR2

Topic: Daily life

Instructions to candidates:

You are in a shop in Germany and want to buy some clothes. The teacher will play the role of the shop assistant and will speak first.

You must address the shop assistant as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie sind in einem Geschäft in Deutschland und möchten Kleidung kaufen.

1. Kleidung – welche
2. Kleidung – Beschreibung
3. !
4. Tragen – wofür
5. ? Anprobieren

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR2

Topic: Daily life

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie sind in einem Geschäft in Deutschland und möchten Kleidung kaufen.

1	Wie kann ich Ihnen helfen? Allow the candidate to say what s/he is looking for.
2	Was für...wollen Sie? Allow the candidate to say what kind of (item of clothing)...s/he wants.
3	! Wie viel wollen Sie zahlen? Allow the candidate to say how much s/he would like to spend.
4	Wofür wollen Sie die Kleidung tragen? Allow the candidate to say when s/he wants to wear the item of clothing. Schön.
5	? Allow the candidate to ask about trying the item of clothing on. <i>Give a brief appropriate response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR3

Topic: Who am I?

Instructions to candidates:

You are at your German friend's home and are making plans for the day. The teacher will play the role of your friend and will speak first.

You must address your friend as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du bist bei deinem deutschen Freund/deiner deutschen Freundin und machst Pläne für den Tag.

1. Besuch – wohin
2. Kleidung – Beschreibung
3. !
4. Mittagessen – was
5. ? Verkehrsmittel

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR3

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du bist bei deinem deutschen Freund/deiner deutschen Freundin und machst Pläne für den Tag.

1	<i>Was machen wir heute?</i> Allow the candidate to say what s/he would like to do today.
2	<i>Warum willst du ...besuchen?</i> Allow the candidate to say why s/he wants to visit this place.
3	<i>!</i> <i>Um wie viel Uhr fahren wir?</i> Allow the candidate to say at what time s/he would like to set off.
4	<i>Was machen wir zum Mittagessen?</i> Allow the candidate to say what s/he would like to do for lunch. <i>Das ist in Ordnung.</i>
5	<i>?</i> Allow the candidate to ask you how you are going to get there. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR4

Topic: What school is like

Instructions to candidates:

You are talking to a German exchange student about your school. The teacher will play the role of the visitor and will speak first.

You must address the visitor as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du sprichst mit einem/einer deutschen Austauschschüler/in, der/die deine Schule besucht

1. Klasse – Größe
2. Deutsch – Meinung
3. !
4. Mittagspause – Aktivität
5. ? Deutsche Schule – Ende

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR4

Topic: What is school like

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du sprichst mit einem/einer deutschen Austauschschüler/in, der/die deine Schule besucht.

1	Beschreib mir bitte deine Klasse. Allow the candidate to say how large his/her class is.
2	Wie findest du Deutsch? Allow the candidate to give his/her opinion of German.
3	! Wie oft hast du Sport? Allow the candidate to say how often s/he has sport.
4	Was machst du in der Mittagspause? Allow the candidate to say what s/he does in the lunch break. Schön.
5	? Allow the candidate to ask you when school ends. <i>Give a brief appropriate response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR5

Topic: Cultural life

Instructions to candidates:

You are at the cinema in Germany and would like to buy tickets. The teacher will play the role of the employee and will speak first.

You must address your German friend as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie sind im Kino und wollen Karten kaufen.

1. Kinokarten – wie viele
2. Film – Uhrzeit
3. !
4. dieser Film – Grund
5. ? Film – Preis

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR5

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie sind im Kino und wollen Karten kaufen.

1	Wie kann ich Ihnen helfen? Allow the candidate to say how many tickets s/he would like to buy.
2	Für wie viel Uhr möchten Sie Karten? Allow the candidate to say for what time s/he would like tickets
3	! Wie oft besuchen Sie unser Kino? Allow the candidate to say how often s/he visits the cinema.
4	Warum wollen Sie diesen Film sehen? Allow the candidate to say why s/he wants to see this film. Interessant.
5	? Allow the candidate to ask the cost of the film. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR6

Topic: Town, region and country

Instructions to candidates:

You are planning a bus trip around the sights of Berlin with your exchange partner. The teacher will play the role of the exchange partner and will speak first.

You must address your exchange partner as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du willst eine Touristen-Busfahrt mit deinem/deiner deutschen Austauschpartner/ Austauschpartnerin planen.

1. Busfahrt – wohin
2. Busfahrt – Uhrzeit
3. !
4. Berlin – Meinung
5. ? Busfahrt – Preis

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR6

Topic: Town, region and country

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du willst eine Touristen-Busfahrt mit deinem/deiner deutschen Austauschpartner/ Austauschpartnerin planen.

1	<i>Was möchtest du heute machen?</i> Allow the candidate to say where s/he wishes to go on the bus.
2	<i>Um wie viel Uhr fahren wir?</i> Allow the candidate to say what time s/he wishes to make the trip.
3	<i>!</i> <i>Was möchtest du zu Mittag machen?</i> Allow the candidate to say what s/he wants to do at lunchtime.
4	<i>Was denkst du von unserer Stadt?</i> Allow the candidate to give his/her opinion of Berlin. <i>Schön</i>
5	<i>?</i> Allow the candidate to ask the cost of the trip. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR7

Topic: Work

Instructions to candidates:

You are being interviewed for a summer job as a waiter/waitress in Munich. The teacher will play the role of the employer and will speak first.

You must address the employer as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie suchen einen Sommerjob als Kellner/Kellnerin und sprechen mit dem/der Manager/Managerin eines Restaurants in München.

1. Job – was für
2. !
3. Job in München – Grund
4. Arbeiten – wie lange
5. ? Lohn

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR7

Topic: Work

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie suchen einen Sommerjob als Kellner/Kellnerin und sprechen mit dem/der Manager/Managerin eines Restaurants in München.

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say what job s/he is looking for.
2	<i>!</i> <i>Welche Nationalität haben Sie?</i> Allow the candidate to say what nationality s/he is.
3	<i>Warum wollen Sie in München arbeiten?</i> Allow the candidate to say why s/he wants to work in Munich.
4	<i>Wie lange möchten Sie hier arbeiten?</i> Allow the candidate to say how long s/he would like to work. <i>Das ist in Ordnung</i>
5	<i>?</i> Allow the candidate to ask you what the pay will be. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR8

Topic: Holidays

Instructions to candidates

You are on a sport holiday in Austria and would like to book some activities. The teacher will play the role of the holiday rep and will speak first.

You must address the holiday rep as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie machen einen Sporturlaub in Österreich und möchten Aktivitäten buchen.

1. Aktivität – welche
2. Erste Stunde – Uhrzeit
3. !
4. Dieser Sporturlaub – Meinung
5. ? Sporttrainer – Name

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR8

Topic: Holidays

Instructions to teacher:

- Address the candidate as *Sie*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie machen einen Sporturlaub in Österreich und möchten Aktivitäten buchen.

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say which activity s/he wants to do.
2	<i>Für wie viel Uhr wollen Sie die erste Stunde buchen?</i> Allow the candidate to say for what time s/he wishes to book the first lesson.
3	<i>!</i> <i>Wo wohnen Sie hier in Österreich?</i> Allow the candidate to say where s/he is staying (in Austria).
4	<i>Was meinen Sie zu diesem Sporturlaub?</i> Allow the candidate to give his/her opinion of the sports holiday. <i>Alles klar.</i>
5	<i>?</i> Allow the candidate to ask you the name of the sports coach. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR9

Topic: Ambitions

Instructions to candidates:

You would like to work in Germany as a volunteer for an environmental charity.
The teacher will play the role of the person in the office and will speak first.

You must address the person in the office as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

***Sie sind im Büro einer deutschen Umweltorganisation und möchten da arbeiten.
Sie sprechen mit einem/einer Angestellten.***

1. Arbeit – was für
2. Hier arbeiten – Grund
3. !
4. Persönliche Qualitäten
5. ? Beginnen – wann

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR9

Topic: Ambitions

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

***Sie sind im Büro einer deutschen Umweltorganisation und möchten da arbeiten.
Sie sprechen mit einem/einer Angestellten.***

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say what kind of work s/he is looking for.
2	<i>Warum wollen Sie hier arbeiten?</i> Allow the candidate to say why s/he wants to do this work.
3	<i>!</i> <i>Wie viel Zeit können Sie uns geben?</i> Allow the candidate to say how much time s/he can give.
4	<i>Welche persönlichen Qualitäten haben Sie für diese Arbeit?</i> Allow the candidate to say what suitable personal qualities s/he has for the work. <i>Das ist in Ordnung.</i>
5	<i>?</i> Allow the candidate to ask you when s/he can start work. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR10

Topic: School activities

Instructions to candidates:

You are in your school talking to your German exchange partner about a school trip s/he is joining you on. The teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du sprichst mit deinem/deiner deutschen Austauschpartner/Austauschpartnerin und informierst ihn/sie über die Klassenfahrt.

1. Ausflug – wann
2. Fahrt – wie lange
3. !
4. Klassenfahrten – Meinung
5. ? Klassenfahrten – wie oft

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FR10

Topic: School activities

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du sprichst mit deinem/deiner deutschen Austauschpartner/Austauschpartnerin und informierst ihn/sie über die Klassenfahrt.

1	<i>Was machen wir denn?</i> Allow the candidate to say when the trip it is.
2	<i>Wie lange dauert die Fahrt?</i> Allow the candidate to say how long the trip lasts.
3	<i>!</i> <i>Wo treffen wir uns?</i> Allow the candidate to say where to meet.
4	<i>Wie findest du Klassenfahrten?</i> Allow the candidate to give his/her opinion of school trips. <i>Interessant.</i>
5	<i>?</i> Allow the candidate to ask you how often you go on school trips. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP1

Topic: Bringing the world together



(Source: ImageBROKER / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Musikfesten
- Ein Musikevent, das du besucht hast
- Ein Sportevent, das du nächstes Wochenende siehst
- Ob du gern Sport treibst

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP1

Topic: Bringing the world together



(Source: ImageBROKER / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, Musikfeste machen Spaß. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du ein Musikevent besucht? Erzähl mir davon.
[Noch etwas?]
4. Welches Sportevent siehst du nächstes Wochenende?
[Warum / Noch etwas?]
5. Treibst du gern Sport?
[Warum (nicht)/ Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP2

Topic: Work



(Source: © Peter Titmuss / Alamy)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zur Arbeit in einem Restaurant
- Arbeit, die du gemacht hast
- Ein Job, den du in Zukunft machen willst
- Deine Meinung zu Samstagsjobs

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS: FP2

Topic: Work



(Source: © Peter Titmuss / Alamy)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, in einem Restaurant zu arbeiten ist interessant. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was für Arbeit hast du gemacht? Erzähl mir davon.
[Noch etwas?]
4. Welchen Job willst du in Zukunft machen?
[Warum / Noch etwas?]
5. Sind Samstagsjobs gut für junge Leute?
[Warum (nicht) / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zum Fernsehen
- Eine Fernsehsendung, die du letzte Woche gesehen hast
- Ein Film, den du nächsten Monat sehen möchtest
- Dein Lieblingsfilm

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich liebe Fernsehen. Siehst du auch gern fern?
[Warum (nicht) / Noch etwas?]
3. Welche Fernsehsendung hast du letzte Woche gesehen? Erzähl mir davon.
[Noch etwas?]
4. Welchen Film möchtest du nächsten Monat sehen?
[Warum / Noch etwas?]
5. Was ist dein Lieblingsfilm?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP4

Topic: Daily life



(Source: © Cultura Creative (RF) / Alamy)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Handys
- Wie du letzte Woche das Internet benutzt hast
- Einkaufen im Internet oder in Geschäften
- Deine Meinung zum Einkaufen

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP4

Topic: Daily life



(Source: © Cultura Creative (RF) / Alamy)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich finde Handys wichtig. Wie findest du Handys?
[Warum (nicht) / Noch etwas?]
3. Wie hast du letzte Woche das Internet benutzt? Erzähl mir davon.
[Noch etwas?]
4. Kaufst du in Zukunft alles im Internet oder in Geschäften?
[Warum / Noch etwas?]
5. Magst du Einkaufen?
[Warum (nicht)/ Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP5

Topic: Who am I?



(Source: © Jacek Chabraszewski / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Hobbys
- Spiele in deiner Kindheit
- Was du nächste Woche mit deinen Freunden/Freundinnen kaufst
- Was zeichnet einen guten Freund/eine gute Freundin aus

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP5

Topic: Who am I?



(Source: © Jacek Chabraszewski / Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, Hobbys sind wichtig. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du als Kind gespielt? Erzähl mir davon.
[Noch etwas?]
4. Was machst du nächste Woche mit deinen Freunden/Freundinnen?
[Warum / Noch etwas?]
5. Was zeichnet einen guten Freund/eine gute Freundin aus?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP6

Topic: School activities



(Source: © Image Source/ Alamy Image Stock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Klassenfahrten
- Eine Schulfahrt, die du gemacht hast
- Ein Schulevent, das du haben möchtest
- Schulaktivitäten, die du nicht magst

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STMULUS FP6

Topic: School activities



(Source: © Image Source/ Alamy Image Stock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich finde Klassenfahrten langweilig. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Welche Schulfahrt hast du gemacht? Erzähl mir davon.
[Noch etwas?]
4. Was für ein Schulevent möchtest du haben?
[Warum / Noch etwas?]
5. Welche Aktivitäten magst du nicht in deiner Schule?
[Warum (nicht) / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP7

Topic: Holidays



(Source: © Monkey Business Images/Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zum Zelten
- Deine letzten Ferien
- Deine nächsten Sommerferien
- Die langen Schulferien

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP7

Topic: Holidays



(Source: © Monkey Business Images/Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, Zelten ist toll. Was denkst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du in den letzten Ferien gemacht? Erzähl mir davon.
[Noch etwas?]
4. Was machst du in den nächsten Sommerferien?
[Warum / Noch etwas?]
5. Sind die Schulferien zu lang, was meinst du?
[Warum (nicht)/Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Ob wir der Umwelt helfen sollen
- Was du im letzten Monat recycelt hast
- Wie du in Zukunft umweltfreundlicher sein möchtest
- Ob du gerne Zeit draußen in der Natur verbringst

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, wir sollen der Umwelt helfen. Was denkst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du im letzten Monat recycelt? Erzähl mir davon.
[Noch etwas?]
4. Wie möchtest du in Zukunft umweltfreundlicher sein?
[Warum / Noch etwas?]
5. Verbringst du gerne Zeit draußen in der Natur?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP9

Topic: What school is like



(Source: © Image Source Plus / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zur Schuluniform
- Was du letzte Woche in der Schule gemacht hast
- Was du nächstes Jahr lernen möchtest
- Deine Meinung zu Hausaufgaben

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP9

Topic: What school is like



(Source: © Image Source Plus / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, Schuluniform ist eine gute Idee. Was denkst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du letzte Woche in der Schule gemacht? Erzähl mir davon.
[Noch etwas?]
4. Was möchtest du nächstes Jahr lernen?
[Warum / Noch etwas?]
5. Machst du gern Hausaufgaben?
[Warum (nicht) / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP10

Topic: Town, region and country



(Source: © S-F/Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung, neue Städte zu besuchen
- Was du in deiner Gegend gemacht hast
- Wohin du nächstes Jahr fahren möchtest
- Deine Meinung zu deiner Stadt

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50647A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS FP10

Topic: Town, region and country



(Source: © S-F/Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich liebe es, neue Städte zu besuchen. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du in deiner Gegend in letzter Zeit gemacht? Erzähl mir davon.
[Noch etwas?]
4. Wohin möchtest du nächstes Jahr fahren?
[Warum / Noch etwas?]
5. Wie findest du deine Stadt?
[Warum / Noch etwas?]

GCSE German Foundation tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR7) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 7 (FR7)

Sie suchen einen Sommerjob als Kellner/Kellnerin und sprechen mit dem/der Manager/Managerin eines Restaurants in München.

Prompt 1: Job – was für

Question 1: Wie kann ich Ihnen helfen?

Mark	Descriptor	
0	Was für ein Job	Ich möchte einen Job.
	No rewardable communication. The statement is meaningless within the context.	Highly ambiguous, we do not know which job the candidate would like.
1	Ein Job als Kellnerin.	Hast du Job als Kellnerin bitte.
	Ambiguous response. The candidate addresses the prompt, but due to the lack of a verb it is not clear that the candidate is actively looking for a job.	Communicates the message but uses the inappropriate register for the formal context ('hast du' instead of 'haben Sie')
2	Ich suche einen Job als Kellnerin.	Ich möchte werden Kellnerin.
	Clearly communicated.	Despite the word order error this response communicates unambiguously.

Prompt 2: !

Question 2: Welche Nationalität haben Sie?

Mark	Descriptor	
0	Ich habe Nationalität.	Ich spreche Englisch.
	No rewardable communication. This is not a meaningful response.	Highly ambiguous, does not imply any particular nationality only that the student speaks English.
1	England	Ich wohne in Wales.
	Ambiguous; it is not clear whether the student is English or is of a different nationality but resides in England.	Ambiguous; it is not clear whether the student is Welsh or is of a different nationality but resides in Wales.
2	Ich bin Engländerin.	Engländer.
	Clearly communicated.	Although a one word answer this is unambiguous within the context and communicates clearly.

Prompt 3: Job in München - Grund

Question 3: Warum wollen Sie in München arbeiten?

Mark	Descriptor	
0	<i>Ich will in München arbeiten.</i>	<i>Warum in München arbeiten.</i>
	No rewardable communication. The student does not give a reason why s/he wishes to work in Munich.	No rewardable communication. The student does not give a reason why s/he wishes to work in Munich.
1	<i>Viel Geld</i>	<i>Interessant</i>
	Ambiguous. The lack of a verb gives doubt as to whether the student has understood the question; it could mean s/he just wants to earn a lot of money in general or it could mean that s/he wants to work in Munich because s/he can earn a lot of money there. However the response is sufficiently related to the question to have some meaning within the context of the role play.	Ambiguous. The lack of a verb makes the message unclear, i.e whether the student thinks Munich is interesting or that jobs in Munich are interesting or whether they are saying that this is an interesting question.
2	<i>Ich will mein Deutsch verbessern.</i>	<i>Um Geld verdienen</i>
	Clearly communicated.	Although student has omitted "zu" the correct inclusion of "um" is sufficient to ensure that the response communicates clearly.

Prompt 4: Arbeiten – wie lange

Question 4: Wie lange möchten Sie hier arbeiten?

Mark	Descriptor	
0	<i>Lange arbeiten</i>	<i>Ich möchte im Restaurant arbeiten.</i>
	No rewardable communication as the candidate has not indicated how long s/he wishes to work.	Despite the correct German the candidate has not addressed the question; therefore no rewardable communication.
1	<i>Im Sommer</i>	<i>Von neun bis fünf Uhr</i>
	This is only partially appropriate as the candidate has not indicated a length of time but we do know what time of year s/he would like to work.	This is partially ambiguous. The candidate has assumed the question to be about working hours rather than the total length of employment.
2	<i>Ich möchte sechs Wochen arbeiten.</i>	<i>Zwei Monate</i>
	Clearly communicated.	Although not a full sentence this is unambiguous within the context of the question asked and is clearly communicated.

Prompt 5: ? Lohn**Question 5: Allow the candidate to ask you what the pay will be.**

Mark	Descriptor	
0	Lohn?	Ich verdiene Lohn
	Highly ambiguous. It is not clear what the student is asking about salary.	No rewardable communication. The candidate does not ask a question but makes a statement which has no clear meaning.
1	Lohn für Woche?	Geld pro Stunde?
	Partially clear/ambiguous. It is not clear whether the student is asking whether s/he gets paid weekly or how much s/he gets paid per week.	Partially clear/ambiguous. It is not clear whether the student is asking whether s/he gets paid by the hour or how much s/he gets paid per hour.
2	Wie viel Geld verdiene ich?	Was ist der Lohn pro Tag?
	Clearly communicated.	Clearly communicated.

Assessment criteria for the Foundation tier - Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond• Straightforward, brief opinions are given but without justification• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier - Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Foundation tier

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question• Short, undeveloped responses, many incomplete• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question• Short responses, any development depends on teacher prompting• Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted• Occasionally able to initiate and develop responses independently but regular prompting needed• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

German

Paper 3: Reading and understanding in German

Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 45 minutes

Paper Reference

1GN0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in German.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S50648A

©2015 Pearson Education Ltd.



S 5 0 6 4 8 A 0 1 1 5

PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Hobbies

1 Read the opinions about hobbies on a website.

www.hobby.de

Max: Ich spiele gern Tennis mit meiner Schwester und jeden Samstag gehe ich gern ins Kino.

Lena: Ich spiele Klavier jeden Tag. Ich hasse Kuchen und Brot backen für meine Mutter.

Paul: Zu Hause spiele ich oft Schach mit meiner Mutter. Aber ich finde Bücher langweilig.

Sara: Ich fahre nicht gern mit meiner Familie ins Ausland. Ich bleibe lieber mit meinem Pferd und meinen zwei Hunden zu Hause.

Who says what about their hobbies? Enter either **Max**, **Lena**, **Paul** or **Sara**.

You can use each person more than once.

Example: **Max** likes sport.

- (a) thinks reading is boring. (1)
- (b) likes animals. (1)
- (c) likes music. (1)
- (d) likes films. (1)
- (e) hates cooking. (1)
- (f) does not like travelling. (1)

(Total for Question 1 = 6 marks)

The environment

2 Read this blog post by Eva.

EVA

Wir kaufen umweltfreundliche Produkte. Wir fahren immer mit dem Bus zum Markt – der Wagen ist nur für lange Fahrten. Meine Mutter benutzt nie Plastiktüten. Meine Oma benutzt sie immer, aber mein Opa macht zu Hause das Licht aus.

Ich spare Wasser. In der Schule recycle ich Dosen von den Schülern. In meinem Schlafzimmer schalte ich den Computer nachts aus.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

sometimes	cans	electricity	her bedroom
bio-produce	never	car	always
water	bus	bottles	the living room

Example: Eva's family buys bio-produce.

- (a) Eva's family goes shopping by (1)
- (b) Eva's mother uses plastic bags. (1)
- (c) Her grandfather saves at home. (1)
- (d) At school she recycles (1)
- (e) She switches off the computer in (1)

(Total for Question 2 = 5 marks)

School

- 3 (a) Read Carsten's article in an information pack for exchange schools.

Ich besuche das Scheinfeld Gymnasium. Die Schule hat sechzig Lehrer und Lehrerinnen und fünfhundert Schüler.

Wir haben ein Auto, aber ich fahre mit dem Fahrrad zur Schule.
Die Schule ist nur zwei Kilometer von meinem Haus entfernt.

In der Schule lernen wir viele Fächer. Mathe und Erdkunde finde ich leicht.
Schwer für mich sind Englisch und Deutsch.

Answer the following questions **in English**. You do not need to write in full sentences.

- (i) How many teachers are at Carsten's school?

(1)

- (ii) How does Carsten travel to school?

(1)

- (iii) Name **one** subject that Carsten finds difficult.

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(b) The article continues.

Zweimal in der Woche mache ich AGs nach der Schule in Tanzen und Tischtennis. Ich gehe nicht in den Computerclub oder zum Orchester.

Wir haben keine Schuluniform in Deutschland. Ich trage normalerweise Jeans. Das ist sehr bequem – vor allem im Sommer.

(i) Name **one** after school club that Carsten goes to.

(1)

(ii) What does Carsten think of wearing jeans to school?

(1)

(Total for Question 3 = 5 marks)

Dirk und ich by Andreas Steinhöfel

4 Read the extract from the text.

Erika is waiting for her family in her bedroom.

Ein Geburtstag ist fast wie Weihnachten, nur besser, aber man hat Geburtstag ganz allein. In der Nacht vor meinem achten Geburtstag konnte ich nicht richtig schlafen. Ich war um sieben Uhr morgens schon wach. Mutter und Vater kamen mit meinem kleinen Bruder in mein Zimmer. Sie stellten etwas neben das Bett. Ich öffnete langsam die Augen.

„Herzlichen Glückwunsch, Erika!“, sagten alle. Mutter gab mir einen Kuss, Vater auch. Aber mein Bruder sprang im Schlafzimmer herum und rief laut, „Öffne dein Geschenk!“

Neben dem Bett war ein kleines goldenes Meerschweinchen mit braunen Augen. Ich nahm es zu mir ins Bett. So ein schönes Geschenk zu meinem Geburtstag!

Put a cross ☒ in the correct box.

Example: This story is about...

<input type="checkbox"/>	A Christmas
<input checked="" type="checkbox"/>	B a birthday
<input type="checkbox"/>	C Easter
<input type="checkbox"/>	D a holiday

(i) Erika was so excited she could not...

<input type="checkbox"/>	A get up
<input type="checkbox"/>	B eat
<input type="checkbox"/>	C sleep
<input type="checkbox"/>	D speak

(ii) When her parents came into her bedroom Erika was...

<input type="checkbox"/>	A sitting on the bed
<input type="checkbox"/>	B fast asleep
<input type="checkbox"/>	C already awake
<input type="checkbox"/>	D dreaming

(iii) Erika's brother was...

<input type="checkbox"/>	A still asleep
<input type="checkbox"/>	B excited
<input type="checkbox"/>	C quiet
<input type="checkbox"/>	D jealous

(iv) The present was...

<input type="checkbox"/>	A a pet
<input type="checkbox"/>	B something to read
<input type="checkbox"/>	C a toy
<input type="checkbox"/>	D something to wear

(v) The author found the present...

<input type="checkbox"/>	A funny
<input type="checkbox"/>	B disappointing
<input type="checkbox"/>	C disgusting
<input type="checkbox"/>	D pleasing

(Total for Question 4 = 5 marks)

The future for young people

5 Read this article from a German newspaper.

Eine neue Studie von der Universität in Heidelberg zeigt, dass deutsche Teenager optimistisch für die Zukunft sind. Das waren ihre Eltern nicht!

Viele 15- bis 19-Jährige wollen einen guten Beruf haben und deshalb ist für sie eine gute Ausbildung sehr wichtig.

Mehr als 90% haben ein positives Verhältnis mit den Eltern. Aber die Eltern haben sich im gleichen Alter mehr für Politik und Religion interessiert. Heutzutage werden 76% der Jugendlichen eine Familie gründen, um ein glückliches Leben zu führen.

Experten sprechen von einer intelligenten und ernstesten Generation in Deutschland.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Answer the following questions **in English**.

(a) What do teenagers consider to be important?

(1)

(b) What is the relationship like between most teenagers and their parents?

(1)

(c) What do experts think about teenagers?

(1)

(Total for Question 5 = 3 marks)

Der Kaukasische Kreidekreis by Bertolt Brecht

6 Read the extract from the text.

A Prince meets the Governor's wife with her baby and her two doctors.

Der Prinz trifft die Gouverneursfrau mit ihrem Baby, Michel, und zwei Ärzten.

Prinz: Was für ein Tag! Gestern so viel Regen und kalt wie zu Weihnachten, aber heute blauer Himmel. Wie geht es deinem Sohn? Frohe Ostern, kleiner Michel.

Gouverneursfrau: Hört ihr? Bis jetzt war mein Kind in bester Form. Jetzt hustet er. Er hat Fieber.

Erster Arzt: Was habe ich gesagt? Ich war gegen das Bad. Die Wassertemperatur war zu kalt.

Zweiter Arzt: Das stimmt nicht. Die Wassertemperatur war gerade richtig. Das war bestimmt das offene Fenster nachts.

Erster Arzt: Vergessen Sie nicht – die Temperatur ein bisschen wärmer.

Gouverneursfrau: Wir müssen in die Kirche – im Schloss ist es zu kalt.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What does the Prince say to the baby?

(1)

(b) Why is the Governor's wife concerned?

(1)

(c) What does the second doctor think is the cause of this?

(1)

(d) Where is the Governor's wife going now?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Internationale Meetings in der Schweiz

7 Lies die Werbung.

Auch dieses Jahr organisieren wir internationale Meetings für Volunteers zwischen 14 und 18. „Sozialkompetenz durch Integration“ ist unser Motto. Unser Campingplatz in der Nähe von Bern ist bequem. Alle Mahlzeiten präparieren wir selbst.

Jeden Morgen finden Sprachkurse statt. Die Aufgaben am Nachmittag sind Garten- und Waldarbeit. Man ist immer an der frischen Luft! Die Abende sind für Freizeitaktivitäten reserviert, zum Beispiel Fußball spielen und Radfahren.

Eine Woche auf dem Camp ist total kostenlos. Weitere Wochen kosten €200 pro Person. Jugendliche müssen zwei Sprachen können und einen kurzen Lebenslauf schicken.

Fülle die Lücke in jedem Satz mit einem Wort aus dem Kasten. Es gibt mehr Wörter als Lücken.

Nachmittag	E-Mail	draußen	älter
€200	Hotel	Biografie	Vormittag
Zelt	Brief	nichts	drinnen

Beispiel: Volunteers dürfen nicht älter als 18 sein.

- (a) Man wohnt in einem (1)
- (b) Man kann eine Sprache am lernen. (1)
- (c) Nach dem Mittagessen arbeitet man (1)
- (d) Für die erste Woche bezahlt man (1)
- (e) Wenn man Interesse hat, muss man eine schicken. (1)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

QUESTION 8 BEGINS ON THE NEXT PAGE.

Meine Arbeit

8 Lies diesen Blog von Silke.

www.meinearbeit.de

Letztes Jahr habe ich eine Stelle in einer Arztpraxis angefangen. Ich muss leider um halb sechs aufstehen, weil mein Arbeitstag um halb sieben beginnt, aber er ist schon um vierzehn Uhr zu Ende.

Meine Kollegen sind freundlich, außer einer jungen Rezeptionistin, die immer launisch ist.

Oft ist die Routine langweilig. Briefe tippen ist nicht immer interessant. Aber manchmal helfe ich den Patienten, besonders Eltern mit Kindern, und das ist prima.

Mein Berufswunsch war immer als Grundschullehrerin zu arbeiten. Eine Karriere als Büroarbeiterin hat mich nie interessiert. Aber jetzt würde ich keinen anderen Beruf haben.

Wähle die richtige Antwort ☒.

Beispiel: Silke arbeitet...

<input type="checkbox"/>	A an der Rezeption
<input checked="" type="checkbox"/>	B bei einer Arztpraxis
<input type="checkbox"/>	C in einem Hotel
<input type="checkbox"/>	D in einer Grundschule

(i) Ihre Arbeit beginnt um...

<input type="checkbox"/>	A sechs Uhr dreißig
<input type="checkbox"/>	B sechs Uhr
<input type="checkbox"/>	C sieben Uhr dreißig
<input type="checkbox"/>	D vierzehn Uhr

(ii) Die meisten Kollegen sind...

<input type="checkbox"/>	A nett
<input type="checkbox"/>	B lustig
<input type="checkbox"/>	C launisch
<input type="checkbox"/>	D unfreundlich

(iii) In ihrem Job mag sie...

<input type="checkbox"/>	A die tägliche Routine
<input type="checkbox"/>	B am Computer arbeiten
<input type="checkbox"/>	C Kontakt mit Menschen
<input type="checkbox"/>	D die Arbeitszeiten

(iv) Früher wollte Silke...

<input type="checkbox"/>	A in einem Büro arbeiten
<input type="checkbox"/>	B in einer Schule arbeiten
<input type="checkbox"/>	C in einem Krankenhaus arbeiten
<input type="checkbox"/>	D für sich selbst arbeiten

(v) Silke hat...

<input type="checkbox"/>	A keinen festen Berufswunsch
<input type="checkbox"/>	B viele verschiedene Berufswünsche
<input type="checkbox"/>	C ihren Berufswunsch geändert
<input type="checkbox"/>	D ihren Berufswunsch nicht geändert

(Total for Question 8 = 5 marks)

Der Karneval kommt in die Stadt

9 Lies dieses Infoblatt für Karneval.

Infoblatt – Karneval

MARKT	Der Marktplatz wird zur Disko für Jung und Alt! An der Nordseite arbeiten auch Krankenpfleger und Ärzte, wenn jemand verletzt ist oder krank wird.
DOM	Haben Sie Ihr Kostüm vergessen? Hier sind Kostüme für alle im Angebot. Am Dom ist auch der Treffpunkt für verlorene Kinder!
RATHAUS	Wie immer hören Sie hier auch lokale Politiker sprechen. Hier finden Sie aber auch viele Imbiss- und Getränkestände. Von hier aus sieht man am besten die Straßenparade.
PARK	Um vier Uhr nachmittags gibt es das jährliche Schauspiel. Kommen Sie am besten früh, um einen guten Platz zu bekommen. Lustige Aktivitäten für die jüngsten in der Familie organisieren wir auch hier.

Was passiert wo? Trage entweder **Markt, Dom, Rathaus** oder **Park** ein. Du kannst jedes Wort mehr als ein Mal verwenden.

Beispiel: Am **Markt** kann man tanzen.

- (a) Am kann man etwas zu essen kaufen. (1)
- (b) Am findet man medizinische Hilfe. (1)
- (c) Am kann man Kleidung kaufen. (1)
- (d) Am sieht man ein Theaterstück. (1)
- (e) Am können Kinder tanzen. (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C**Translation**

10 Translate this passage **into English**.

Ich bin mit meiner Familie in Hamburg. In der Stadt gibt es viel für Touristen. Ich mag es hier, weil es nie langweilig ist. Letzten Samstag bin ich ins Kino gegangen. Morgen werden wir wieder nach Hause fahren.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

GCSE German Foundation tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Paul	(1)

Question number	Answer	Mark
1(b)	Sara	(1)

Question number	Answer	Mark
1(c)	Lena	(1)

Question number	Answer	Mark
1(d)	Max	(1)

Question number	Answer	Mark
1(e)	Lena	(1)

Question number	Answer	Mark
1(f)	Sara	(1)

Question number	Answer	Mark
2(a)	bus	(1)

Question number	Answer	Mark
2(b)	never	(1)

Question number	Answer	Mark
2(c)	electricity	(1)

Question number	Answer	Mark
2(d)	cans	(1)

Question number	Answer	Mark
2(e)	her bedroom	(1)

Question number	Answer	Mark
3(a)(i)	sixty	(1)

Question number	Answer	Mark
3(a)(ii)	bike	(1)

Question number	Answer	Mark
3(a)(iii)	English OR German	(1)

Question number	Answer	Mark
3(b)(i)	dance OR table tennis	(1)

Question number	Answer	Mark
3(b)(ii)	it is comfortable	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	B	(1)

Question number	Answer	Mark
4(iv)	A	(1)

Question number	Answer	Mark
4(v)	D	(1)

Question number	Answer	Mark
5(a)	a good education/getting a good job	(1)

Question number	Answer	Mark
5(b)	positive	(1)

Question number	Answer	Mark
5(c)	they are an intelligent and serious generation	(1)

Question number	Answer	Reject	Mark
6(a)	happy Easter	how is your son?	(1)

Question number	Answer	Mark
6(b)	Michel/baby is ill/is coughing/has temperature	(1)

Question number	Answer	Reject	Mark
6(c)	open window at night	water temperature was too cold water temperature was just right	(1)

Question number	Answer	Reject	Mark
6(d)	to church	castle	(1)

SECTION B

Question number	Answer	Mark
7(a)	Zelt	(1)

Question number	Answer	Mark
7(b)	Vormittag	(1)

Question number	Answer	Mark
7(c)	draußen	(1)

Question number	Answer	Mark
7(d)	nichts	(1)

Question number	Answer	Mark
7(e)	Biografie	(1)

Question number	Answer	Mark
8(i)	A	(1)

Question number	Answer	Mark
8(ii)	A	(1)

Question number	Answer	Mark
8(iii)	C	(1)

Question number	Answer	Mark
8(iv)	B	(1)

Question number	Answer	Mark
8(v)	C	(1)

Question number	Answer	Mark
9(a)	Rathaus	(1)

Question number	Answer	Mark
9(b)	Markt	(1)

Question number	Answer	Mark
9(c)	Dom	(1)

Question number	Answer	Mark
9(d)	Park	(1)

Question number	Answer	Mark
9(e)	Markt	(1)

SECTION C

Question number	Indicative content	Mark
10	Example response: I am with my family in Hamburg. In the town there is lots for tourists to do. I like it here because it is never boring. Last Saturday I went to the cinema. Tomorrow we will travel back home.	(7)

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here			
Surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9–1)		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	
<h1 style="margin: 0;">German</h1> <h2 style="margin: 0;">Paper 4: Writing in German</h2> <div style="margin-top: 20px; text-align: right;"> <h3 style="margin: 0;">Foundation Tier</h3> </div>			
Sample assessment material for first teaching September 2016 Time: 1 hour 10 minutes		Paper Reference <h2 style="margin: 0;">1GN0/4F</h2>	
You do not need any other materials.			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

S50649A

©2015 Pearson Education Ltd.



PEARSON

Auf dem Markt



(Source: © Maximilian Stock Ltd./Getty Images)

1 Du bist in Berlin. Du postest dieses Foto online für deine Freunde.

Beschreibe das Foto **und** schreibe deine Meinung über Einkaufen.

Schreibe ungefähr 20–30 Wörter **auf Deutsch**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 12 marks)

Ein Ausflug

Schreibe eine Antwort an Lisa.

- was du gemacht hast
- wie du den Ausflug gefunden hast und warum
- warum Ausflüge wichtig sind oder nicht
- Pläne für den nächsten Ausflug.

(20)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Schule

(b) Dein Freund Mustafa schickt dir Fragen über dein Schuljahr.

Schreibe eine Antwort an Mustafa.

Du **musst** diese Punkte einschließen:

- seit wann du deine Schule besuchst
- wie du dieses Schuljahr gefunden hast und warum
- deine Pläne für das nächste Schuljahr
- warum Mustafa deine Schule besuchen muss oder nicht.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

Urlaub

4 Übersetze **ins Deutsche**.

(a) I love Salzburg.

(2)

(b) My friend Max lives there.

(2)

(c) He has a flat in the town centre.

(2)

(d) Last year I visited Max for two weeks in the summer.

(3)

(e) I liked Austria because it was so beautiful.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

GCSE German Foundation Tier

Paper 4 Mark Scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected ... vocabulary and expression: Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Ich liebe Salzburg./Ich mag Salzburg./Salzburg gefällt mir
4(b)	Mein Freund Max wohnt dort / da.
4(c)	Er hat eine Wohnung in der Stadtmitte/im Stadtzentrum.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none"> Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none"> The meaning of the sentence is partially communicated Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none"> The meaning of the sentence is fully communicated Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Letztes Jahr habe ich Max für zwei Wochen im Sommer besucht. (Accept imperfect tense)
4(e)	Ich mochte Österreich, weil es so schön/hübsch war

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 1: Listening and understanding in German Transcript

Higher Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1GN0/1H

Do not return the transcript with the question paper.

Turn over ►

S50650A

©2015 Pearson Education Ltd.



PEARSON

SECTION A

Hotel

Question 1

Example

M2: Ich komme im August nach Berlin und möchte ein Zimmer reservieren.

Question 1

F1: Was für ein Zimmer möchten Sie?

M2: Ein schönes Doppelzimmer für mich und meine Frau, aber nicht im Erdgeschoss – dort ist es uns immer zu laut. Meine Frau hat Geburtstag und kommt zum ersten Mal nach Berlin. Der Berliner Dom und die wichtigen Museen sind für uns ein Muss, aber einkaufen können wir zu Hause.

F1: Ein Zimmer oben kostet € 98 pro Nacht – Frühstück ist von halb acht bis elf Uhr.

Besuch in Köln

Question 2

Example

F2: Während der Fahrt dahin gibt es leider nichts Interessantes zu tun.

Question 2

F2: Aber Köln ist meine Lieblingsstadt! Da findet man immer etwas Neues. Ich komme mit meiner Freundin Petra gut aus – wir lachen die ganze Zeit. Petras Haus war früher traditionell ausgestattet, aber die neue Küche und das moderne Badezimmer gefallen mir sehr. Beim letzten Besuch hatten wir ein so volles Programm, dass ich nicht genug Zeit zum Schlafen hatte. Wir haben einen Ausflug nach Phantasialand gemacht, aber das war nichts für mich.

SECTION B

Restaurant advertisement

Question 3

Example

F2: Suchen Sie ein bequemes Restaurant in der Nähe der Berge?

Question 3

F2: Das Restaurant Alpenblick ist morgens bis abends geöffnet. Das traditionelle Tagesmenü besteht aus Vorspeise, Hauptgericht und Nachtisch, alles zum günstigen Preis von € 15. Seit den sechziger Jahren bieten wir auch Essen aus aller Welt. Die Sendung *Kochen live* wird oft hier gefilmt. Und unsere Volksmusik-Konzerte jeden Samstag sind populär. Am besten planen Sie Ihren Besuch im Voraus. Abends sollte man immer reservieren, mittags ist das nicht immer nötig. Rufen Sie mal an – wir warten auf Sie!

School in Switzerland

Question 4

Example

M2: Die Hausaufgaben in der Schweiz sind immer interessant und ich mache sie gern.

Question 4

M2: Hier habe ich immer Angst davor sitzenzubleiben, aber andererseits können wir beim Austausch nach Frankreich mitmachen. Das gefällt mir gut. Nach der Schule gibt es leider keine AGs wie Orchester oder Umweltklub. Als guter Sportler ist es fantastisch, dass wir so viel Sportunterricht haben – dreimal in der Woche. In der Schweiz tragen wir keine Schuluniform – ich hatte die Uniform in England.

The Warstein international balloon competition

Question 5

Example

F1: Dieses Jahr kamen zum ersten Mal 200.000 Zuschauer nach Warstein – mehr als je zuvor.

Question 5

F1: Wie war der Wettbewerb, Herr Neuer?

M1: Wunderschön. Die Ballons waren erstaunlich – es gab sogar einen riesengroßen Tyrannosaurus Rex und einen Teddybären. Die Kinder haben sich sehr darüber gefreut. Trotz eines Gewitters am ersten Abend war es herrlich – nicht typisch für September. Letztes Jahr gab es Regen.

F1: War der Wettbewerb ein Erfolg?

M1: Viel besser als erwartet – so viele Ballons aus ganz Europa – fantastisch! Der Gewinner war diesmal ein Schweizer. Bis jetzt hatten nur Deutsche gewonnen.

Talent show

Question 6

M2: Susi, ich gratuliere! Wie war deine Reaktion, als du gewonnen hast?

F2: Ich konnte nur langsam verstehen, was passierte. Vor dem Finale dachte ich, dass ich nicht gewinnen könnte. Ich hatte so wenig Erfahrung und die anderen waren so talentiert.

M2: Wie hat deine Familie reagiert?

F2: Vor zwei Jahren habe ich Familie und Freunde in Polen verlassen, um als Sängerin in Deutschland zu arbeiten. Meine Mutter war damals gar nicht darüber erfreut. Mein Freund Alex möchte auch Sänger werden, aber er war sehr unglücklich, als ich bei der Casting-Show mitmachte.

M2: Wie sind deine Deutschkenntnisse?

F2: Wenn die Jury langsam spricht, verstehe ich alles, was sie sagen. Aber wenn sie zu schnell reden, habe ich ein Problem.

Book review

Question 7

M1: Wie fanden Sie das Buch?

F1: Man kann das Pink und Lila auf der Titelseite nicht vergessen und das Foto zeigt das Hauptthema.

M1: Beschreiben Sie bitte den Inhalt.

F1: Marco ist mit der reichen Anna zusammen. Er war früher in Uschi verliebt, aber sie ging für ein Jahr ins Ausland. Als sie wieder nach Hause kommt, begegnen sie sich wieder. Aber Anna will Marco nicht aufgeben. Für wen wird sich Marco schließlich entscheiden? Ist Annas Situation hoffnungslos? Antworten auf diese Fragen gibt es am Ende des Buches nicht.

M1: Wie würden Sie dieses Buch bewerten?

F1: Dass ich mich für vieles in diesem Buch interessiere, ist klar. Der Autor zeigt seine Charaktere in faszinierenden Situationen. Ich meine aber, das Buch ist etwas zu lang und in der Mitte des Buches wird man beim Lesen ein bisschen müde.

Work and future plans

Question 8

Example

M1: Wimbledon 2013 – das ist jetzt lange her.

Question 8 Part (a)

M1: War das der Höhepunkt Ihrer Karriere?

F1: Bis jetzt, mein Ziel ist, die Nummer eins der Welt zu werden.

M1: Jetzt werden Sie überall erkannt. Wie finden Sie das?

F1: Es ist nicht immer leicht, damit umzugehen, aber ich versuche, Wege zu finden, wie ich mich dabei wohl fühlen kann. Ich finde es auch besonders schön, von Eltern zu hören: „Danke schön, du hast meine Tochter zum Tennis gebracht“.

Question 8 Part (b)

M1: Sind Sie jetzt 100% fit?

F1: Ich habe neulich viele Verletzungen gehabt und deshalb Spiele verloren, die ich normalerweise gewinnen würde. Ich kann viel besser spielen.

M1: Hat Ihre Beziehung zu Ihrem Freund Ihr Tennisspiel beeinflusst?

F1: Überhaupt nicht. Außerhalb der Saison sind wir immer zusammen, aber für mich wird Tennis immer die Priorität sein.

M1: Wie ist es für Sie nach den Verletzungen?

F1: Es ist einfach das beste Gefühl, in den großen Stadien der Welt zu spielen. Ich bin jetzt stärker.

Interpreting

Question 9

Question 9 Part (a)

M2: Beschreiben Sie Ihre Arbeit, Silke.

F2: Beim Europäischen Parlament übersetze ich englische Diskussionen. Um unsere Arbeit zu erledigen, sind wir immer zu zweit und wechseln alle paar Minuten ab. Dolmetschen ist Nummer eins auf der Liste der stressigsten Jobs, gefolgt von Piloten.

M2: Aber Sie sehen ganz entspannt aus!

F2: Ich mache meine Arbeit mit Leidenschaft, deshalb leide ich nicht unter Stress. Mein Job ist es aber nicht, meine Gefühle zu zeigen. Ich übersetze einfach.

Question 9 Part (b)

M1: Was ich liebe, ist die Kultur, die hinter einer Sprache steht. Wenn ich eine Sprache lerne, versuche ich, sie von morgens bis abends zu sprechen. Meine Eltern haben geholfen, wo sie konnten, aber sie haben nie Sprachen gelernt.

M2: Wie ist die Arbeit als Dolmetscher, Johannes?

M1: Es ist nicht genug, nur die Wörter zu verstehen. Man muss auch die Laune der Politiker zeigen, z. B. ob sie witzig sein wollen oder nicht. Auch sagt man, dass Menschen, die oft zwischen Sprachen wechseln, niemals vergesslich werden, wenn sie alt werden.

Question 10

Example

F1: Guten Tag, Herr Kästner. Sie sind Direktor der Organisation Ärzte ohne Grenzen.

Question 10

F1: Wie sehen Sie die Krisensituation in Westafrika?

M2: Es ist unglaublich ernst. Deutschland muss schnell in die Krise eintreten. Die Betten und freiwilligen Helfer, die die Regierung endlich versprochen hat, reichen nicht.

F1: Wie viele Freiwillige haben Sie vor Ort?

M2: Mehr als 2.000 und die Zahl können wir leicht steigern. Aber als Organisation können wir nicht allein die Krise unter Kontrolle halten.

The interview continues.

F1: In welchen anderen Ländern ist Ihre Organisation aktiv?

M2: In Afghanistan, zum Beispiel. Dort haben wir schwere Probleme. Viele Gesundheitszentren auf dem Land funktionieren kaum, weil Ärzte die gefährlichen Regionen verlassen haben und es immer schwieriger wird, Medikamente dorthin zu bringen. Besonders für schwangere Frauen und kleine Kinder gibt es ein hohes Risiko zu sterben.

F1: Was tun Sie dagegen?

M2: Ziemlich viel. Im ganzen Land versuchen wir, Geburtskliniken zu eröffnen, schon fünf in den letzten Monaten. Diese werden sofort gebraucht.

F1: Vielen Dank für das Interview, Herr Kästner.

Write your name here			
Surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9–1)		<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	
<h1 style="margin: 0;">German</h1> <h2 style="margin: 0;">Paper 1: Listening and understanding in German</h2> <h3 style="margin: 0; text-align: right;">Higher Tier</h3>			
Sample assessment material for first teaching September 2016 Time: 40 minutes and 5 minutes' reading time		Paper Reference <h2 style="margin: 0;">1GN0/1H</h2>	
You do not need any other materials.			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in German.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S50650A

©2015 Pearson Education Ltd.



PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Hotel

- 1 Du machst ein Berufspraktikum bei einem Berliner Hotel und höre dieses Gespräch.

Fülle die Lücke in jedem Satz mit einem Wort oder Wörtern aus dem Kasten. Es gibt mehr Wörter als Lücken.

89	im Sommer	07.30	noch nie	ruhig
Geschäfte	im Erdgeschoss	oft	98	Restaurants
	Sehenswürdigkeiten	08.30		

Beispiel: Der Gast möchte im Sommer nach Berlin.

- (a) Das Zimmer muss sein. (1)
- (b) Seine Frau war in Berlin. (1)
- (c) Der Mann und seine Frau wollen die besuchen. (1)
- (d) Das Zimmer kostet € pro Nacht. (1)
- (e) Frühstück beginnt um (1)

(Total for Question 1 = 5 marks)

Besuch in Köln

- 2 Du hörst einen Bericht im Internet über Steffis Besuch in Köln.

Wie war es in Deutschland? Trage entweder **ermüdend**, **fantastisch**, **langweilig** oder **lustig** ein. Du kannst jedes Wort mehr als einmal verwenden.

Beispiel: Die Reise nach Köln ist **langweilig**

- (a) Die Stadt ist (1)
- (b) Steffi findet Petra (1)
- (c) Steffi findet Petras Haus (1)
- (d) Für Steffi war das Programm (1)
- (e) Sie fand den Besuch nach Phantasialand (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Restaurant advertisement

3 You hear this restaurant advertisement on local radio in Austria.

What do you find out about the restaurant?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: From the restaurant you can see...

<input type="checkbox"/>	A a lake
<input checked="" type="checkbox"/>	B the mountains
<input type="checkbox"/>	C the town
<input type="checkbox"/>	D the border

(i) The restaurant is open...

<input type="checkbox"/>	A in the evenings only
<input type="checkbox"/>	B at weekends only
<input type="checkbox"/>	C six days a week
<input type="checkbox"/>	D all day

(ii) The daily menu consists of...

<input type="checkbox"/>	A food and a drink
<input type="checkbox"/>	B an international dish
<input type="checkbox"/>	C three courses
<input type="checkbox"/>	D a selection of main courses

(iii) The restaurant also offers...

<input type="checkbox"/>	A international food
<input type="checkbox"/>	B 60s-style food
<input type="checkbox"/>	C a range of 60 dishes
<input type="checkbox"/>	D vegetarian food

(iv) On Saturday there is...

<input type="checkbox"/>	A filming in the restaurant
<input type="checkbox"/>	B live entertainment
<input type="checkbox"/>	C no lunchtime service
<input type="checkbox"/>	D a reduction in prices

(Total for Question 3 = 4 marks)

School in Switzerland

- 4 Your Swiss friend, Max, is talking about his schooling in Switzerland.

What does Max like about going to school in Switzerland?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example	doing homework	<input checked="" type="checkbox"/>
A	possibility of repeating	<input type="checkbox"/>
B	going on an exchange	<input type="checkbox"/>
C	learning languages	<input type="checkbox"/>
D	joining clubs	<input type="checkbox"/>
E	playing music	<input type="checkbox"/>
F	amount of sport	<input type="checkbox"/>
G	not wearing uniform	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

The Warstein international balloon competition

- 5 While listening to German radio you hear an interview with the competition organiser, Herr Neuer.

What does he say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: This year there were...

<input type="checkbox"/>	A too many visitors
<input type="checkbox"/>	B fewer competitors
<input checked="" type="checkbox"/>	C more visitors than before
<input type="checkbox"/>	D too many competitors

- (i) He found the balloons amazing because of their...

<input type="checkbox"/>	A cost
<input type="checkbox"/>	B speed
<input type="checkbox"/>	C design
<input type="checkbox"/>	D colour

- (ii) The weather was mostly...

<input type="checkbox"/>	A good
<input type="checkbox"/>	B stormy
<input type="checkbox"/>	C rainy
<input type="checkbox"/>	D too hot

- (iii) This year's winner was...

<input type="checkbox"/>	A a local man
<input type="checkbox"/>	B a German person
<input type="checkbox"/>	C the same as last year
<input type="checkbox"/>	D a Swiss person

(Total for Question 5 = 3 marks)

Talent show

6 You hear a radio interview with the winner of a German talent show.

Listen to the interview and answer the following questions **in English**.

(a) How did Susi feel when she won the competition?

(1)

(b) What shows that she was determined to become successful? Give **one** detail.

(1)

(c) How do we know that her boyfriend is a little jealous?

(1)

(d) How would you describe Susi's German language skills? Give **two** details.

(2)

(Total for Question 6 = 5 marks)

Book review

7 You listen to this podcast of a book review on an Austrian website.

Listen to the podcast and answer the following questions **in English**.

(a) What first attracts the reader's attention to the book?

(1)

(b) What is the main theme of the book?

(1)

(c) How does the book end?

(1)

(d) What is the reviewer's overall opinion of the book? Give **two** details.

(2)

(Total for Question 7 = 5 marks)

Work and future plans

8 The tennis star Sabine Lisicki is interviewed at the end of a match.

Listen to the interview and put a cross ☒ in the correct box for each question.

Example: Sabine played in the Wimbledon final in...

<input type="checkbox"/>	A 2012
<input checked="" type="checkbox"/>	B 2013
<input type="checkbox"/>	C 2014
<input type="checkbox"/>	D 2015

Part (a)

(i) Now she...

<input type="checkbox"/>	A is looking to change
<input type="checkbox"/>	B has fulfilled her ambitions
<input type="checkbox"/>	C has further ambitions in tennis
<input type="checkbox"/>	D no longer plays at Wimbledon

(ii) Her fame is...

<input type="checkbox"/>	A easy to deal with
<input type="checkbox"/>	B always hard to deal with
<input type="checkbox"/>	C sometimes a problem
<input type="checkbox"/>	D nothing new

(iii) She particularly enjoys...

<input type="checkbox"/>	A having time off from tennis
<input type="checkbox"/>	B spending time with her parents
<input type="checkbox"/>	C playing with her daughter
<input type="checkbox"/>	D being a role model for others

The interview continues.

Part (b)

(i) This year her results have been...

<input type="checkbox"/>	A excellent
<input type="checkbox"/>	B as expected
<input type="checkbox"/>	C gradually improving
<input type="checkbox"/>	D disappointing

(ii) Her relationship with her boyfriend...

<input type="checkbox"/>	A has badly affected her tennis
<input type="checkbox"/>	B has had no effect on her tennis
<input type="checkbox"/>	C has only recently started
<input type="checkbox"/>	D is now over

(iii) After her injury setbacks she...

<input type="checkbox"/>	A really appreciates her career
<input type="checkbox"/>	B is no longer as physically strong
<input type="checkbox"/>	C does not enjoy tennis any more
<input type="checkbox"/>	D is ready to retire

(Total for Question 8 = 6 marks)

Interpreting

9 Two interpreters are being interviewed about their work on German radio.

Listen to the interview and answer the following questions **in English**.

(a) (i) What is Silke's role in the European Parliament?

(1)

(ii) How do Silke and her colleagues maintain concentration? Give **one** detail.

(1)

(iii) How does Silke compare her job with that of a pilot?

(1)

(iv) What sort of people suit this job? Give **one** detail.

(1)

(v) Why does Silke avoid showing her emotions?

(1)

(b) The interview continues with Johannes.

(i) Why is Johannes so keen on learning languages?

(1)

(ii) How do we know he works hard at learning a language?

(1)

(iii) Why are his parents limited in how much help they can give?

(1)

(iv) What is important to Johannes when interpreting? Give **one** detail.

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(v) What is the health benefit of interpreting?

(1)

(Total for Question 9 = 10 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Ärzte ohne Grenzen

- 10** You hear a radio interview with Herr Kästner, the director of the medical aid organisation Ärzte ohne Grenzen (Doctors without Borders).

What does he say?

- (i) Choose the **two** correct answers.

(2)

Example	Herr Kästner is the director of Ärzte ohne Grenzen.	<input checked="" type="checkbox"/>
A	The German government has been slow to get involved.	<input type="checkbox"/>
B	The charity has sufficient resources to overcome the crisis.	<input type="checkbox"/>
C	The charity needs help from other organisations.	<input type="checkbox"/>
D	The German government was quick to get involved.	<input type="checkbox"/>
E	The crisis is now under control.	<input type="checkbox"/>

- (ii) Choose the **two** correct answers.

(2)

A	Afghans have to pay for healthcare.	<input type="checkbox"/>
B	There is a need for more healthcare outside the towns.	<input type="checkbox"/>
C	More doctors are now working in the dangerous areas.	<input type="checkbox"/>
D	Maternity care is a priority.	<input type="checkbox"/>
E	Mortality rates are much improved.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS

GCSE German Higher tier

Paper 1 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Ruhig	(1)

Question number	Answer	Mark
1(b)	noch nie	(1)

Question number	Answer	Mark
1(c)	Sehenswürdigkeiten	(1)

Question number	Answer	Mark
1(d)	98	(1)

Question number	Answer	Mark
1(e)	07.30	(1)

Question number	Answer	Mark
2(a)	Fantastisch	(1)

Question number	Answer	Mark
2(b)	Lustig	(1)

Question number	Answer	Mark
2(c)	fantastisch	(1)

Question number	Answer	Mark
2(d)	ermüdend	(1)

Question number	Answer	Mark
2(e)	langweilig	(1)

SECTION B

Question number	Answer	Mark
3(i)	D	(1)

Question number	Answer	Mark
3(ii)	C	(1)

Question number	Answer	Mark
3(iii)	A	(1)

Question number	Answer	Mark
3(iv)	B	(1)

Question number	Answer	Mark
4	B, F, G	(3)

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	A	(1)

Question number	Answer	Mark
5(iii)	D	(1)

Question number	Answer	Reject	Mark
6(a)	surprised (or equivalent)	talented	(1)

Question number	Answer	Reject	Mark
6(b)	Any one of the following: left her family/friends/home country/Poland (1) came to Germany to work as a singer (1)	lives in Poland	(1)

Question number	Answer	Reject	Mark
6(c)	unhappy when she went on the show	jealous	(1)

Question number	Answer	Reject	Mark
6(d)	limited (or equivalent) (1) she can only understand slower speech/does not understand faster speech (1)	speaks slowly	(2)

Question number	Answer	Reject	Mark
7(a)	Any one of the following: (bright/striking) colours/pink and lilac on the cover (1) photo showing main theme (1)	wrong specific colours/no mention of cover photo (on its own)	(1)

Question number	Answer	Reject	Mark
7(b)	love/relationships (or equivalent)	money/foreign travel	(1)

Question number	Answer	Reject	Mark
7(c)	Any one of the following: reader does not know what will happen in the end (1) open ended (1)	Anna's situation is hopeless	(1)

Question number	Answer	Reject	Mark
7(d)	plot/characters in fascinating situations (1) but too long/get fed up in the middle (1)	lots in this book that is interesting	(2)

Question number	Answer	Mark
8(a)(i)	C	(1)

Question number	Answer	Mark
8(a)(ii)	C	(1)

Question number	Answer	Mark
8(a)(iii)	D	(1)

Question number	Answer	Mark
8(b)(i)	D	(1)

Question number	Answer	Mark
8(b)(ii)	B	(1)

Question number	Answer	Mark
8(b)(iii)	A	(1)

Question number	Answer	Reject	Mark
9(a)(i)	translator/to translate English discussions (1)	to speak English	(1)

Question number	Answer	Mark
9(a)(ii)	they work in twos/(always) work in pairs/swap/change every few minutes	(1)

Question number	Answer	Mark
9(a)(iii)	(both) stressful jobs	(1)

Question number	Answer	Mark
9(a)(iv)	relaxed/passionate about interpreting (or equivalent)	(1)

Question number	Answer	Mark
9(a)(v)	Any one of the following: it is not her job (to show emotion) (1) has to translate words only (1)	(1)

Question number	Answer	Reject	Mark
9(b)(i)	loves the culture behind the language	loves them	(1)

Question number	Answer	Mark
9(b)(ii)	he practises all day/from morning to evening	(1)

Question number	Answer	Mark
9(b)(iii)	have never learnt languages	(1)

Question number	Answer	Reject	Mark
9(b)(iv)	Any one of the following: have to convey/show the mood of the speaker (1) not enough only to understand the words (1)	moody/witty	(1)

Question number	Answer	Reject	Mark
9(b)(v)	will not become forgetful (in old age)	you can switch languages/you will not get old	(1)

Question number	Answer	Mark
10(i)	A, C	(2)

Question number	Answer	Mark
10(ii)	B, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

General instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE German Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR1
- Picture card HP4
- Conversation 1: (Student-selected) Theme 3
- Conversation 2: Theme 4 OR Theme 5

If **Candidate 1** has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 2 grid
3rd candidate: Candidate 4 grid
4th candidate: Candidate 7 grid
5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1	HR1 (Theme 2)	→	→	HP2 (Theme 4)	Theme 1	Theme 3 OR Theme 5
				HP4 (Theme 1)	Theme 3	Theme 4 OR Theme 5
				HP1 (Theme 5)	Theme 4	Theme 1 OR Theme 3
				HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
				HP8 (Theme 5)	Theme 1	Theme 2 OR Theme 3
Candidate 2	HR2 (Theme 4)	→	→	HP9 (Theme 3)	Theme 2	Theme 1 OR Theme 5
				HP3 (Theme 1)	Theme 3	Theme 2 OR Theme 5
				HP10 (Theme 2)	Theme 5	Theme 1 OR Theme 3
				HP6 (Theme 3)	Theme 1	Theme 4 OR Theme 5
				HP4 (Theme 1)	Theme 3	Theme 4 OR Theme 5
Candidate 3	HR3 (Theme 2)			HP1 (Theme 5)	Theme 4	Theme 1 OR Theme 3
				HP2 (Theme 4)	Theme 5	Theme 1 OR Theme 3
				HP7 (Theme 2)	Theme 1	Theme 3 OR Theme 5
				HP5 (Theme 1)	Theme 2	Theme 3 OR Theme 5
				HP8 (Theme 5)	Theme 3	Theme 1 OR Theme 2
Candidate 4	HR4 (Theme 4)			HP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
				HP2 (Theme 4)	Theme 1	Theme 3 OR Theme 5
				HP5 (Theme 1)	Theme 2	Theme 3 OR Theme 5
				HP8 (Theme 5)	Theme 3	Theme 1 OR Theme 2
				HP9 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 5	HR5 (Theme 2)			HP2 (Theme 4)	Theme 1	Theme 3 OR Theme 5
				HP1 (Theme 5)	Theme 3	Theme 1 OR Theme 4
				HP3 (Theme 1)	Theme 4	Theme 3 OR Theme 5
				HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4

Candidate 6	HR6 (Theme 3)	HP10 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		HP2 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP4 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		HP1 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		HP8 (Theme 5)	Theme 1	Theme 3 OR Theme 4
Candidate 7	HR7 (Theme 2)	HP2 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		HP5 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP9 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP2 (Theme 4)	Theme 3	Theme 2 OR Theme 5
Candidate 8	HR8 (Theme 1)	HP1 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP7 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP8 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP10 (Theme 2)	Theme 4	Theme 3 OR Theme 5
Candidate 9	HR9 (Theme 1)	HP2 (Theme 4)	Theme 5	Theme 2 OR Theme 3
		HP2 (Theme 4)	Theme 1	Theme 2 OR Theme 5
		HP8 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		HP5 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		HP10 (Theme 2)	Theme 5	Theme 1 OR Theme 4
Candidate 10	HR10 (Theme 3)			

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

BLANK PAGE

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to candidates:

You are at a sports centre in Germany looking for information on membership.
The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

***Sie sind in einem Sportzentrum in Deutschland und möchten Sport treiben.
Sie sprechen mit dem Mann/der Frau an der Rezeption.***

1. Mitglied – Information
2. Dieses Sportzentrum – warum
3. !
4. ? Öffnungszeiten
5. ? Preis – Studenten

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR1

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

***Sie sind in einem Sportzentrum in Deutschland und möchten Sport treiben.
Sie sprechen mit dem Mann/der Frau an der Rezeption.***

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say s/he wants information on membership.
2	<i>Ja gut. Warum wollen Sie hier Mitglied werden?</i> Allow the candidate to say why s/he wants to become a member there.
3	<i>!</i> <i>Wie haben Sie bis jetzt versucht, fit zu bleiben?</i> Allow the candidate to say what fitness activities they have done so far. <i>Sehr gut!</i>
4	<i>?</i> Allow the candidate to ask you what the opening hours are. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you what the price for students is. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR2

Topic: Work

Instructions to candidates:

You want to work in a hotel in Austria. You are speaking on the telephone with the manager about a job. The teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie wollen in einem Hotel in Österreich arbeiten. Sie sprechen am Telefon mit dem Manager/der Managerin.

1. Welchen Job Sie suchen
2. Arbeiten im Hotel – Grund
3. !
4. ? Job – Lohn
5. ? Unterkunft

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR2

Topic: Work

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie wollen in einem Hotel in Österreich arbeiten. Sie sprechen am Telefon mit dem Manager/der Managerin.

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say what job s/he is interested in.
2	<i>Warum möchten Sie hier arbeiten?</i> Allow the candidate to say why s/he wants to work in the hotel.
3	<i>!</i> <i>Was für Arbeit haben Sie schon gemacht?</i> Allow the candidate to describe the work s/he has done previously. <i>Danke schön.</i>
4	<i>?</i> Allow the candidate to ask you how much the job pays. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you about accommodation. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR3

Topic: Travel and tourist transactions

Instructions to candidates:

You lost your rucksack this morning and are reporting this at the lost property office in Berlin. Your teacher will play the part of the officer and will speak first.

You must address the officer as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie sind im Fundbüro. Sie sprechen mit dem/der Angestellten.

1. Rucksack – Beschreibung
2. Rucksack – Inhalt
3. !
4. ? Fundbüro – kontaktieren
5. ? Fundbüro – Öffnungszeiten

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR3

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie sind im Fundbüro. Sie sprechen mit dem/der Angestellten.

1	Können Sie den Rucksack beschreiben? Allow the candidate to describe his/her rucksack.
2	Beschreiben Sie den Inhalt von Ihrem Rucksack. Allow the candidate to describe the contents of his/her rucksack.
3	! Was haben Sie heute Morgen gemacht? Allow the candidate to say what s/he was doing this morning (<i>when s/he lost the item</i>). Alles klar.
4	? Allow the candidate to ask you how to contact the lost property office. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you for the opening hours of the lost property office. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR4

Topic: Using languages beyond the classroom

Instructions to candidates:

You are working during your holidays in a tourist office in Switzerland. A tourist has questions about the town and surrounding area. The teacher will play the role of the tourist and will speak first.

You must address the tourist as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie haben einen Sommerjob in einem Verkehrsamt in der Schweiz. Sie helfen einem Touristen/einer Touristin.

1. Ausflüge – Beschreibung
2. Ausflug – Empfehlung
3. !
4. ? Tickets – welcher Tag
5. ? Kontaktdetails

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR4

Topic: Using languages beyond the classroom

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie haben einen Sommerjob in einem Verkehrsamt in der Schweiz. Sie helfen einem Touristen/einer Touristin.

1	<i>Welche Ausflüge gibt es?</i> Allow the candidate to say which trips there are.
2	<i>Welchen Ausflug empfehlen Sie?</i> Allow the candidate to say explain what his/her favourite trip is.
3	<i>!</i> <i>Welche Ausflüge haben Sie persönlich gemacht?</i> Allow the candidate to say which excursions s/he has been on. <i>Interessant!</i>
4	<i>?</i> Allow the candidate to ask you on which day you would like tickets. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you for your contact details. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates:

You are at a hotel in Austria and would like to book a room for the night. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Sie sind in einem Hotel in Österreich. Sie möchten dort übernachten.

1. Zimmer – was für
2. Gegend – Meinung
3. !
4. ? Frühstück – Uhrzeit
5. ? Restaurant – Empfehlung

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie sind in einem Hotel in Österreich. Sie möchten dort übernachten.

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say what sort of room s/he would like.
2	<i>Ja sicher! Wie finden Sie unsere Gegend?</i> Allow the candidate to give his/her opinion of the area.
3	<i>!</i> <i>Was haben Sie bis jetzt in Österreich gemacht?</i> Allow the candidate to say what s/he has been doing in Austria. <i>Wie schön!</i>
4	<i>?</i> Allow the candidate to ask you what time breakfast is. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you to for a restaurant recommendation. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR6

Topic: School activities

Instructions to candidates:

You are talking to a young German during a school trip to Germany. The teacher will play the role of the young German and will speak first.

You must address the young German as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Während einer Klassenfahrt nach Deutschland sprichst du mit einem/einer jungen Deutschen.

1. Deutschlandbesuch – wie oft
2. Besuch – Meinung
3. !
4. ? Englandfahrt – wann
5. ? Kontaktdetails

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR6

Topic: School activities

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Während einer Klassenfahrt nach Deutschland sprichst du mit einem/einer jungen Deutschen.

1	<i>Wie oft kommst du nach Deutschland?</i> Allow the candidate to say how often there is a school trip to Germany.
2	<i>Was hältst du von dem Besuch?</i> Allow the candidate to say what s/he thinks of the trip.
3	<i>!</i> <i>Was hast du schon in Deutschland gemacht?</i> Allow the candidate to say what s/he has done in Germany. <i>Schön.</i>
4	<i>?</i> Allow the candidate to ask you when you are having a trip to England. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you for your contact details. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR7

Topic: Travel and tourist transactions

Instructions to candidates:

You are a guest in a hotel in Berlin and you report something broken in your room. Your teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as *Sie*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

***Sie sind Gast in einem Hotel in Berlin. In Ihrem Zimmer ist etwas kaputt.
Sie sprechen mit dem Hotelmanager/der Hotelmanagerin.***

1. Problem – Beschreibung
2. Reparieren – mögliche Uhrzeit
3. !
4. ? Reparieren – wie lange
5. ? Zimmer – Rabatt

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR7

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *Sie*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Sie sind Gast in einem Hotel in Berlin. In Ihrem Zimmer ist etwas kaputt. Sie sprechen mit dem Hotelmanager/der Hotelmanagerin.

1	<i>Wie kann ich Ihnen helfen?</i> Allow the candidate to say what the problem is (with his/her room).
2	<i>Das tut mir leid. Wann können wir das reparieren?</i> Allow the candidate to say what time the repair can be carried out.
3	<i>!</i> <i>Ja machen wir. Was haben Sie bis jetzt in Berlin gemacht?</i> Allow the candidate to say what s/he has done so far in Berlin. <i>Schön.</i>
4	<i>?</i> Allow the candidate to ask how long the repair will take. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you if s/he can have a discount on his/her room. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR8

Topic: Cultural life

Instructions to candidates:

You are at the cinema with your German friend. Your teacher will play the part of your friend and will speak first.

You must address your friend as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du triffst deinen deutschen Freund/deine deutsche Freundin im Kino. Du sprichst mit ihm/ihr über Filme und Kinobesuche.

1. Kinobesuche – wie oft
2. Abenteuerfilme – Meinung
3. !
4. ? Karten – Preis
5. ? Pläne – nach dem Film

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR8

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du triffst deinen deutschen Freund/deine deutsche Freundin im Kino. Du sprichst mit ihm/ihr über Filme und Kinobesuche.

1	<i>Wie oft gehst du normalerweise ins Kino?</i> Allow the candidate to say how often s/he usually goes to the cinema.
2	<i>Was hältst du von Abenteuerfilmen?</i> Allow the candidate to give his/her opinion of adventure films.
3	<i>!</i> <i>Erzähle mir von deinem letzten Kinobesuch.</i> Allow the candidate to tell you about his/her last cinema visit. <i>Schön!</i>
4	<i>?</i> Allow the candidate to ask you the price of the cinema tickets. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you about plans for after the cinema. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR9

Topic: Daily life

Instructions to candidates:

You are in Hamburg, shopping with a German friend. Your teacher will play the part of the friend and will speak first.

You must address your friend as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du gehst mit deinem deutschen Freund/deiner deutschen Freundin in der Stadtmitte in Hamburg einkaufen.

1. Einkaufen – wo
2. Geschäfte in deiner Stadt – Meinung
3. !
4. ? Essen – wo
5. ? Pläne – nach dem Einkaufen

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR9

Topic: Daily life

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du gehst mit deinem deutschen Freund/deiner deutschen Freundin in der Stadtmitte in Hamburg einkaufen.

1	<i>Wo kaufen wir heute ein?</i> Allow the candidate to say where s/he wants to go shopping.
2	<i>Wie sind die Geschäfte in deiner Stadt?</i> Allow the candidate to say what the shops are like in his/her town.
3	<i>!</i> <i>Erzähle mir von deinem letzten Einkaufsbummel.</i> Allow the candidate to say what s/he did on his/her last shopping trip. <i>Wie interessant!</i>
4	<i>?</i> Allow the candidate to ask you where you can eat. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask about plans for later. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR10

Topic: What school is like

Instructions to candidates:

You are spending the day with your German exchange partner at his/her school.
Your teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as *du*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Du verbringst den Tag mit deinem deutschen Austauschpartner/deiner deutschen Austauschpartnerin und ihr vergleicht das Schulleben in beiden Ländern.

1. Dein Schulbeginn – Uhrzeit
2. Schuluniform – Meinung
3. !
4. ? Fach – letzte Stunde
5. ? Zu Mittag – was

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HR10

Topic: What school is like

Instructions to teacher:

- Address the candidate as *du*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Du verbringst den Tag mit deinem deutschen Austauschpartner/deiner deutschen Austauschpartnerin und ihr vergleicht das Schulleben in beiden Ländern.

1	<i>Um wie viel Uhr beginnt deine Schule?</i> Allow the candidate to say when his/her school starts.
2	<i>Was denkst du von Schuluniform?</i> Allow the candidate to say what s/he thinks of wearing a school uniform.
3	<i>!</i> <i>Erzähl mir von deiner letzten Klassenfahrt.</i> Allow the candidate to describe the last school trip s/he went on. <i>Schön.</i>
4	<i>?</i> Allow the candidate to ask you what the last lesson of the day is. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you what you do at lunchtime. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP1

Topic: Bringing the world together



(Source: ImageBROKER / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Sechzehnjährigen auf Musikfesten
- Leute, die du auf einem Musikfest kennengelernt hast
- Ein Event, das du in Zukunft gern besuchen möchtest
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP1

Topic: Bringing the world together



(Source: ImageBROKER / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, Sechzehnjährige sind zu jung für Musikfeste. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du nette Leute auf einem Musikfest kennengelernt? Erzähl mir davon.
[Noch etwas?]
4. Was für ein Event möchtest du in Zukunft gern besuchen?
[Warum / Noch etwas?]
5. Welche Musikarten hörst du gern?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP2

Topic: Work



(Source: © Peter Titmuss / Alamy)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung dazu, mit Kunden zu arbeiten
- Ein Job, den du gehabt hast
- Was für Arbeit du in Zukunft machen möchtest
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP2

Topic: Work



(Source: © Peter Titmuss / Alamy)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, mit Kunden zu arbeiten ist interessant. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du einen job gehabt? Erzähl mir davon.
[Noch etwas?]
4. Was für Arbeit möchtest du in Zukunft machen?
[Warum / Noch etwas?]
5. Was zeichnet einen guten Angestellten/eine gute Angestellte aus?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Fernsehen und Teenagern
- Eine Fernsehsendung, die du gesehen hast
- Ein Film, den du gern sehen möchtest
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP3

Topic: Cultural life



(Source: © LuckyImages / Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, Teenager sehen gern fern. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du eine interessante Fernsehsendung gesehen? Erzähl mir davon.
[Noch etwas?]
4. Welchen Film möchtest du nächstes Wochenende gern sehen?
[Warum / Noch etwas?]
5. Was findest du besser, Fernsehen oder Kino?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP4

Topic: Daily life



(Source: © Cultura Creative (RF) / Alamy)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Leuten, die ihre Handys zu viel benutzen
- Technologie, die du im letzten Jahr benutzt hast
- Wie du das Internet für deine Schularbeit benutzen wirst
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP4

Topic: Daily life



(Source: © Cultura Creative (RF) / Alamy)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, viele Leute benutzen ihre Handys zu viel. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Wie hast du Technologie im letzten Jahr benutzt? Erzähl mir davon.
[Noch etwas?]
4. Wie wirst du in der nächsten Zeit das Internet für deine Schularbeit benutzen?
[Warum? / Noch etwas?]
5. Magst du lieber in die Stadt gehen oder mit deinem Computer spielen?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP5

Topic: Daily life



(Source: © Jacek Chabraszewski / Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu guten Freunden
- Was du in der letzten Zeit mit Freunden/Freundinnen gemacht hast
- Was du in Zukunft mit deiner Familie oder deinen Freunden machen wirst
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP5

Topic: Daily life



(Source: © Jacek Chabraszewski / Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich denke, gute Freunde zu haben ist wichtig. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du in der letzten Zeit mit deinen Freunden/Freundinnen gemacht?
Erzähl mir davon.
[Noch etwas?]
4. Was wirst du in Zukunft mit deiner Familie oder deinen Freunden machen?
[Warum / Noch etwas?]
5. Wer ist dein Vorbild?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP6

Topic: What school is like



(Source: © Image Source/ Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Klassenfahrten
- Was du auf einer Klassenfahrt gelernt hast
- Was für eine Veranstaltung deine Klasse in Zukunft organisieren wird
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP6

Topic: What school is like



(Source: © Image Source/ Alamy Stock Photo)

1. Beschreib mir von dem Foto.
[Noch etwas?]
2. Ich glaube, Klassenfahrten sind wichtig. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was hast du auf einer Klassenfahrt gelernt? Erzähl mir davon.
[Noch etwas?]
4. Was für eine Veranstaltung wird deine Klasse in Zukunft organisieren?
[Warum / Noch etwas?]
5. Ist es eine gute Idee, einen Schulaustausch zu machen?
[Warum (nicht) / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP7

Topic: Holidays



(Source: © Monkey Business Images/Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Urlaub auf dem Land
- Ein interessanter Urlaub, den du gemacht hast
- Wo du gern Urlaub machen würdest
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP7

Topic: Holidays



(Source: © Monkey Business Images/Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, Urlaub auf dem Land macht Spaß. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du einen interessanten Urlaub gemacht? Erzähl mir davon.
[Noch etwas?]
4. Wo würdest du gern Urlaub machen?
[Warum / Noch etwas?]
5. Möchtest du lieber mit Freunden oder mit deiner Familie in Urlaub fahren?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zum Preis von Bio-Lebensmitteln
- Etwas Positives, das du für die Umwelt gemacht hast
- Wie du in Zukunft der Umwelt helfen wirst
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP8

Topic: Environmental issues



(Source: © Image Source / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, Bio-Lebensmittel sind zu teuer. Was denkst du?
[Warum (nicht) / Noch etwas?]
3. Wann hast du etwas Positives für die Umwelt gemacht? Erzähl mir davon.
[Noch etwas?]
4. Wie wirst du in Zukunft der Umwelt helfen?
[Warum / Noch etwas?]
5. Fährst du lieber mit dem Bus oder dem Auto?
[Warum / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP9

Topic: What school is like



(Source: © Image Source Plus / Alamy Stock Photo)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zur Schulzeit von acht Uhr morgens bis ein Uhr mittags
- Dein größter Erfolg in der Schule
- Was du nächstes Jahr in der Schule machen wirst
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP9

Topic: What school is like



(Source: © Image Source Plus / Alamy Stock Photo)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, die Schulzeit von acht Uhr morgens bis ein Uhr mittags ist zu kurz.
Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Was war dein größter Erfolg in der Schule? Erzähl mir davon.
[Noch etwas?]
4. Was wirst du nächstes Jahr in der Schule machen?
[Warum / Noch etwas?]
5. Wie findest du die Lehrer an deiner Schule?
[Warum (nicht) / Noch etwas?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP10

Topic: Town, region and country



(Source: © S-F/Shutterstock)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung dazu, Museen zu besuchen
- Eine interessante Stadt, die du besucht hast
- Was du als Tourist(in) gern besuchen würdest
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

German

Paper 2: Speaking in German

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GN0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

S50651A

©2016 Pearson Education Ltd.



PEARSON

STIMULUS HP10

Topic: Tourist transactions



(Source: © S-F/Shutterstock)

1. Beschreib mir das Foto.
[Noch etwas?]
2. Ich glaube, Museen zu besuchen ist langweilig. Was meinst du?
[Warum (nicht) / Noch etwas?]
3. Hast du eine interessante Stadt besucht? Erzähl mir davon.
[Noch etwas?]
4. Was würdest du als Tourist(in) gern besuchen?
[Warum / Noch etwas?]
5. Was machst du am Wochenende in deiner Gegend?
[Warum / Noch etwas?]

GCSE German Higher tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier - Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR6) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 6 (HR6)

Während einer Klassenfahrt nach Deutschland sprichst du mit einem/einer jungen Deutschen.

Prompt 1: Deutschlandbesuch – wie oft

Question 1: *Wie oft kommst du nach Deutschland?*

Mark	Descriptor	
0	Deutschlandbesuch oft	Du kommst im Sommer nach Deutschland.
	No rewardable communication; this does not give a clear message.	Highly ambiguous. The candidate attempts to respond to the question but the 2 nd person verb renders it meaningless.
1	zweimal	Im Sommer
	Ambiguous as it is not clear whether this means twice per year or whether there have been two visits in total.	Partially clear/ambiguous as it is does not make it clear how often s/he comes to Germany; it could mean every summer or that if ever s/he comes it is in the summer
2	Ich fahre einmal pro Jahr mit der Schule.	Jeden Sommer
	Clearly communicated.	Despite being a short answer this clearly communicated.

Prompt 2: Besuch – Meinung

Question 2: *Was hältst du von dem Besuch?*

Mark	Descriptor	
0	Besuch Meinung	Ich halte gut.
	No rewardable communication. No message is communicated.	No rewardable communication. The candidate has tried to adapt the verb in the question but without mentioning the visit the response is highly ambiguous.
1	Toll Meinung	Ich halte gut
	Partially clear because of the lack of a verb or subject and wording is clumsy. However it gives some meaning within the context of the role play.	The meaning is partially clear as the mispronunciation of the verb affects clarity.
2	Ich finde den Besuch toll.	Besuch ist sehr interessant.
	Clearly communicated.	Despite the omission of the definite article this is clearly communicated.

Prompt 3: !

Question 3: Was hast du schon in Deutschland gemacht?

Mark	Descriptor	
0	<i>Ich schon in Deutschland gemacht.</i>	<i>(No response)</i>
	No rewardable communication. No clear message is communicated.	No rewardable communication, does not respond.
1	<i>Ich besuche die Kunstgalerie.</i>	<i>Wir haben den Dom gemacht.</i>
	The use of the present tense makes the response ambiguous; there is some doubt as to whether s/he visits the art gallery at home, or has actually visited the art gallery in Germany.	Partially clear; this response implies a visit to the cathedral but incorrect verb makes the response lack clarity.
2	<i>Ich bin einkaufen gegangen.</i>	<i>Wir haben in die Stadt gegangen.</i>
	Answer clearly communicated.	Despite the incorrect formation of the perfect tense ('haben' instead of 'sind') the meaning is unambiguously conveyed.

Prompt 4: ? Englandfahrt - wann

Prompt 4: Allow the candidate to ask you when you are having a trip to England.

Mark	Descriptor	
0	<i>Englandfahrt wann?</i>	<i>Wann fahren ?</i>
	No rewardable communication; the lack of a verb or subject makes it unclear what the student is asking.	No rewardable communication; the lack of a subject or destination does not make it a meaningful question.
1	<i>Wann fahren Sie nach England?</i>	<i>Wann du nach England?</i>
	The use of the incorrect register means that the response is only partially appropriate within the context of the role play.	Despite the lack of a verb the inclusion of, 'nach,' means that communication is partly achieved but with some ambiguity.
2	<i>Wann fährst du nach England?</i>	<i>Wann machst du eine Englandfahrt?</i>
	Question clearly communicated.	Question clearly communicated.

Prompt 5: ? Kontaktdetails

Question 5: Allow the candidate to ask you for your contact details.

Mark	Descriptor	
0	Kontaktdetails?	Meine Nummer ist 0123 456789.
	Highly ambiguous. It is not clear whose details are being referred to.	There is no rewardable communication as the candidate has failed to ask a question.
1	Kontaktdetails zu mir bitte?	Kontaktdetails haben Sie?
	Communication is partially clear because the lack of a verb and subject makes the question imprecise; it is not clear whose details it refers to.	The question is only partially clear because of the incorrect word order. It is also partially appropriate within the context of the roleplay as the candidate uses the formal register.
2	Kannst du mir deine Handynummer geben?	Was sind deine Kontaktdetails bitte?
	Question is clearly communicated.	Question is clearly communicated.

Assessment criteria for the Higher tier - Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions effectively and gives justification which is mostly developed• Pronunciation and intonation are intelligible and predominantly accurate
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity• Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions• Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier - Part 3

Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes• Pronunciation and intonation are intelligible and predominantly accurate
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted Occasionally able to initiate and develop responses independently but regular prompting needed Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation Sometimes able to initiate and develop the conversation independently, some prompting needed Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction Mostly able to initiate and develop the conversation independently Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction Consistently able to initiate and develop the conversation independently Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	<ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive Generally accurate grammatical structures, generally successful references to past, present and future events Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures Predominantly accurate grammatical structures, mostly successful references to past, present and future events Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures Consistently accurate grammatical structures, consistently successful references to past, present and future events Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

German

Paper 3: Reading and understanding in German

Higher Tier

Sample assessment material for first teaching
September 2016

Time: 1 hour

Paper Reference

1GN0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in German.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S50652A

©2015 Pearson Education Ltd.



S 5 0 6 5 2 A 0 1 1 8

PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

The future for young people

- 1 Read this article from a German newspaper.

Eine neue Studie von der Universität in Heidelberg zeigt, dass deutsche Teenager optimistisch für die Zukunft sind. Das waren ihre Eltern nicht!

Viele 15- bis 19-Jährige wollen einen guten Beruf haben, und deshalb ist für sie eine gute Ausbildung sehr wichtig.

Mehr als 90% haben ein positives Verhältnis mit den Eltern. Aber die Eltern haben sich im gleichen Alter mehr für Politik und Religion interessiert. Heutzutage wollen 76% der Jugendlichen eine Familie gründen, um ein glückliches Leben zu führen.

Experten sprechen von einer intelligenten und ernsten Generation in Deutschland.

Answer the following questions **in English**.

- (a) What do teenagers consider to be important?

(1)

- (b) What is the relationship like between most teenagers and their parents?

(1)

- (c) What do experts think about teenagers?

(1)

(Total for Question 1 = 3 marks)

Der Kaukasische Kreidekreis by Bertolt Brecht

2 Read the extract from the text.

A Prince meets the Governor's wife with her baby and her two doctors.

Der Prinz trifft die Gouverneursfrau mit ihrem Baby, Michel, und zwei Ärzten.

Prinz: Was für ein Tag! Gestern so viel Regen und kalt wie zu Weihnachten, aber heute blauer Himmel. Wie geht es deinem Sohn? Frohe Ostern, kleiner Michel.

Gouverneursfrau: Hört ihr? Bis jetzt war mein Kind in bester Form. Jetzt hustet er. Er hat Fieber.

Erster Arzt: Was habe ich gesagt? Ich war gegen das Bad. Die Wassertemperatur war zu kalt.

Zweiter Arzt: Das stimmt nicht. Die Wassertemperatur war gerade richtig. Das war bestimmt das offene Fenster nachts.

Erster Arzt: Vergessen Sie nicht – die Temperatur ein bisschen wärmer.

Gouverneursfrau: Wir müssen in die Kirche – im Schloss ist es zu kalt.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What does the Prince say to the baby?

(1)

(b) Why is the Governor's wife concerned?

(1)

(c) What does the second doctor think is the cause of this?

(1)

(d) Where is the Governor's wife going now?

(1)

(Total for Question 2 = 4 marks)

Relationships

3 Read the magazine extract about Luzia and the people in her life.

Luzia, Studentin aus Weimar, berichtet mit welchen Menschen sie in engem Kontakt steht.

Besonders wichtig ist mir meine Mutter, weil sie immer Zeit für mich hat. Mit meiner Oma habe ich eine enge Verbindung. Heutzutage sehen wir uns leider relativ selten, aber wir telefonieren viel.

Obwohl ich meine Freunde aus der Schulzeit nicht oft sehe, kann ich mich darauf verlassen, dass sie für mich da sind. Wir sehen uns nur in den Ferien, aber wir kommen immer gut miteinander aus.

Mit meinem Freund Bruno bin ich seit zwei Jahren zusammen. Wir haben uns in Irland kennengelernt, als ich dort als Deutschlehrerin arbeitete und er im Europäischen Freiwilligendienst war. Als die einzigen Deutschen in der kleinen Stadt sind wir schnell Freunde geworden.

Answer the questions **in English**. You do not need to write in full sentences.

(a) Give **one** reason why Luzia's mother is important to her.

(1)

(b) Give **one** detail about how Luzia's relationship with her grandmother has changed.

(1)

(c) What does Luzia value about her relationship with her old school friends?

(1)

(d) What was Luzia doing when she met her boyfriend?

(1)

(e) Why did they get to know each other so quickly?

(1)

(Total for Question 3 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

QUESTION 4 BEGINS ON THE NEXT PAGE.

Das Zittern der Tenöre by Hans-Jörg Martin

4 Read the extract from the text.

A young boy, Uwe, is at home with his mother.

Uwes Zimmer war immer dunkel mit nur einem kleinen Fenster zur Straße. An der Wand über seinem Bett hatte er drei Poster von Wolkenformationen und von der Decke hingen Modellflugzeuge, denn es war sein Traum, mal Flieger zu werden. Uwe saß an seinem Schülerschreibtisch und schnitt Bilder aus alten Zeitungen. Dabei machte er seine Augen eng und steckte die Zunge aus dem Mund.

Die kleine Lampe machte einen Kreis um ihn. Er sah auf Bilder von der Stadt, von Sportevents, von Polizisten – alle nutzlos. Aber von einem regnerischen Tag gab es überhaupt kein Bild. Der Lärm im Wohnzimmer störte ihn jetzt. Er stand auf und ging hinunter ins Wohnzimmer. Seine Mutter schlief vor dem laufenden Fernseher in einem Sessel. Uwe weckte seine Mutter, indem er ihr die Hand auf die Schulter legte.

Put a cross ☒ in the correct box.

Example: Uwe was working...

<input type="checkbox"/>	A in a classroom
<input checked="" type="checkbox"/>	B in his bedroom
<input type="checkbox"/>	C in the dining room
<input type="checkbox"/>	D in the living room

(i) The decorations in his room reflected...

<input type="checkbox"/>	A his mood
<input type="checkbox"/>	B his favourite places
<input type="checkbox"/>	C his ambition
<input type="checkbox"/>	D his family life

(ii) His attitude was...

<input type="checkbox"/>	A concentrated
<input type="checkbox"/>	B relaxed
<input type="checkbox"/>	C irritated
<input type="checkbox"/>	D lazy

(iii) The small lamp was...

<input type="checkbox"/>	A not working
<input type="checkbox"/>	B colourful
<input type="checkbox"/>	C helpful to him
<input type="checkbox"/>	D very bright

(iv) The pictures Uwe cut out were...

<input type="checkbox"/>	A exactly what he wanted
<input type="checkbox"/>	B too dark for his school work
<input type="checkbox"/>	C interesting to him
<input type="checkbox"/>	D of no use to him

(v) The noise from the living room was probably...

<input type="checkbox"/>	A his mother on the phone
<input type="checkbox"/>	B the television
<input type="checkbox"/>	C his father coming home
<input type="checkbox"/>	D his parents arguing

(Total for Question 4 = 5 marks)

School achievements

5 Read this article from a German magazine.

Sind Schulpreise wichtig?

Falko will später Mathe in einer Grundschule unterrichten. Da er mathematisch begabt ist, hat er an einem internationalen Mathewettbewerb teilgenommen. Er hat den ersten Preis gewonnen.

Ivonne ist akademisch nicht besonders begabt, aber sie gewinnt immer einen Schulpreis bei den Musik- und Theaterfestspielen am Ende des Jahres. Darauf ist sie sehr stolz. In ihrer Schule in Bonn spielt Musik eine wichtige Rolle und in vielen Grundschulen gibt es ein Orchester.

Usain hat leider noch nie den Preis für das beste Zeugnis in der ganzen Klasse gewonnen (außer einmal in der Grundschule), obwohl seine Noten ausgezeichnet sind – vor allem in den Naturwissenschaften. Nächstes Jahr hofft er, an dem Physikwettbewerb in Berlin teilzunehmen.

Anna findet Preise schon gut für manche Schüler, aber sie würde lieber einen guten Kommentar in ihrem Zeugnis bekommen als irgendein Zertifikat oder eine Medaille. Ein Zertifikat für Fairness oder Freundschaft würde sie wertvoller finden – zum Beispiel für ihre Freundin Katja. Das gab es in ihrer Grundschule und das fanden viele Schüler toll. Sie hat aber nie gewonnen.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Who says what about school prizes?

Enter either **Falko**, **Ivonne**, **Usain** or **Anna** in the gaps below.

Example: **Falko** is good at mathematics.

(a) would like to win a prize in future. (1)

(b) has already achieved success outside school. (1)

(c) thinks there are more important things than prizes. (1)

(d) has achieved success in the performing arts. (1)

Answer the following questions **in English**. You do not need to write in full sentences.

(e) How does Ivonne feel at the end of the year? (1)

.....
(f) What does Anna say about her friend Katja? (1)

.....
(Total for Question 5 = 6 marks)

Problems at school

6 Read the problem page.

Hilfe! Ich habe schlechte Noten und werde bestimmt sitzenbleiben. Was soll ich tun?

Manfred.

Unsere Antwort:

Du sollst wissen, dass unheimlich viele Kinder und Jugendliche in Deutschland Probleme in der Schule haben. Sie fühlen sich unter Druck gesetzt oder haben Angst vor schlechten Noten.

Besonders schlimm ist es, ein Jahr wiederholen zu müssen. Sitzenbleiben ist für die meisten schlimm. Erstens können sie nicht mehr zusammen mit ihren Freunden zur Schule gehen – was eigentlich nicht stimmt. Zweitens wissen sie, dass andere sie normalerweise für ‚weniger intelligent‘ halten. Viele fürchten auch negative Reaktionen ihrer Eltern und Lehrer. Alles falsch! Auf jeden Fall ist Sitzenbleiben keine Seltenheit.

Sogar berühmte Persönlichkeiten hatten Schwierigkeiten in der Schule: Der Schriftsteller Thomas Mann z. B. musste ein Jahr wiederholen. Albert Einstein war zwar ein recht problemloser Schüler, hatte aber so große Probleme mit strengen Lehrern, dass er die Schule im Alter von 15 Jahren ohne Abschluss verlassen hat. Erst Jahre später hat er die Matura-Prüfung in der Schweiz (entspricht dem deutschen Abitur) bestanden.

Was solltest du tun, wenn du Schwierigkeiten in der Schule hast? Wichtig ist, dass du mit deinen Eltern über die schlechten Schulleistungen redest. Vielleicht können sie dir helfen oder ihr überlegt gemeinsam, was zu tun ist.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(i) What is the text about?

Put a cross ☒ in each of the **three** correct boxes.

(3)

Example	Manfred is worried about his poor grades.	☒
A	Problems at school are unusual in Germany.	☒
B	Many students feel pressurised at school.	☒
C	Repeating a year does not mean losing friends.	☒
D	Parents react badly if their child repeats a year.	☒
E	Repeating a year means you are less intelligent.	☒
F	Teachers do not like students who repeat a year.	☒
G	Repeating a year is not as bad as it seems.	☒

Answer the following questions **in English**. You do not need to write in full sentences.

(ii) How did Albert Einstein's school career finish?

(1)

(iii) What advice is given to Manfred? Give **one** detail.

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Meine Arbeit

7 Lies diesen Blog von Silke.

www.meinearbeit.de

Letztes Jahr habe ich eine Stelle in einer Arztpraxis angefangen. Ich muss leider um halb sechs aufstehen, weil mein Arbeitstag um halb sieben beginnt, aber er ist schon um vierzehn Uhr zu Ende.

Meine Kollegen sind freundlich, außer einer jungen Receptionistin, die immer launisch ist.

Oft ist die Routine langweilig. Briefe tippen ist nicht immer interessant. Aber manchmal helfe ich den Patienten, besonders Eltern mit Kindern, und das ist prima.

Mein Berufswunsch war immer als Grundschullehrerin zu arbeiten. Eine Karriere als Büroarbeiterin hat mich nie interessiert. Aber jetzt würde ich keinen anderen Beruf haben.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Wähle die richtige Antwort ☒.

Beispiel: Silke arbeitet...

<input type="checkbox"/>	A an der Rezeption
<input checked="" type="checkbox"/>	B bei einer Arztpraxis
<input type="checkbox"/>	C in einem Hotel
<input type="checkbox"/>	D in einer Grundschule

(i) Ihre Arbeit beginnt um...

<input type="checkbox"/>	A sechs Uhr dreißig
<input type="checkbox"/>	B sechs Uhr
<input type="checkbox"/>	C sieben Uhr dreißig
<input type="checkbox"/>	D vierzehn Uhr

(ii) Die meisten Kollegen sind...

<input type="checkbox"/>	A nett
<input type="checkbox"/>	B lustig
<input type="checkbox"/>	C launisch
<input type="checkbox"/>	D unfreundlich

(iii) In ihrem Job mag sie...

<input type="checkbox"/>	A die tägliche Routine
<input type="checkbox"/>	B am Computer arbeiten
<input type="checkbox"/>	C Kontakt mit Menschen
<input type="checkbox"/>	D die Arbeitszeiten

(iv) Früher wollte Silke...

<input type="checkbox"/>	A in einem Büro arbeiten
<input type="checkbox"/>	B in einer Schule arbeiten
<input type="checkbox"/>	C in einem Krankenhaus arbeiten
<input type="checkbox"/>	D für sich selbst arbeiten

(v) Silke hat...

<input type="checkbox"/>	A keinen festen Berufswunsch
<input type="checkbox"/>	B viele verschiedene Berufswünsche
<input type="checkbox"/>	C ihren Berufswunsch geändert
<input type="checkbox"/>	D ihren Berufswunsch nicht geändert

(Total for Question 7 = 5 marks)

Der Karneval kommt in die Stadt

8 Lies dieses Infoblatt für Karneval.

Infoblatt – Karneval

MARKT	Der Marktplatz wird zur Disko für Jung und Alt! An der Nordseite arbeiten auch Krankenpfleger und Ärzte, wenn jemand verletzt ist oder krank wird.
DOM	Haben Sie Ihr Kostüm vergessen? Hier sind Kostüme für alle im Angebot. Am Dom ist auch der Treffpunkt für verlorene Kinder!
RATHAUS	Wie immer hören Sie hier auch lokale Politiker sprechen. Hier finden Sie aber auch viele Imbiss- und Getränkestände. Von hier aus sieht man am besten die Straßenparade.
PARK	Um vier Uhr nachmittags gibt es das jährliche Schauspiel. Kommen Sie am besten früh, um einen guten Platz zu bekommen. Lustige Aktivitäten für die jüngsten in der Familie organisieren wir auch hier.

Was passiert wo? Trage entweder **Markt, Dom, Rathaus** oder **Park** ein. Du kannst die jedes Wort mehr als ein Mal verwenden.

Beispiel: Am Markt kann man tanzen.

- (a) Am kann man etwas zu essen kaufen. (1)
- (b) Am findet man medizinische Hilfe. (1)
- (c) Am kann man Kleidung kaufen. (1)
- (d) Am sieht man ein Theaterstück. (1)
- (e) Am können Kinder tanzen. (1)

(Total for Question 8 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

QUESTION 9 BEGINS ON THE NEXT PAGE.

Weltmusiktag

9 Lies diesen Artikel über den Weltmusiktag.

Bist du musikalisch? Willst du mit anderen in der ganzen Welt musizieren? Der Weltmusiktag findet auch dieses Jahr am 1. Oktober statt. Jeder kann mitmachen – ob Profi oder Amateur. Man muss sich nicht unbedingt nur für klassische Musik oder Rockmusik oder Kirchenmusik interessieren. Kein Musikstil wird vergessen.

1975 wurde dieser Tag von dem weltberühmten Geiger Yehudi Menuhin gegründet, um Musikmachen zwischen Nationen zu fördern. Seitdem ist der Tag zu einem der wichtigsten Gedenktage im Kalender geworden. Dieses Jahr geht es aber nicht mehr darum, ein Konzert zu organisieren oder mit Freunden ein neues Lied zu komponieren. Man sollte stattdessen online gehen, um übers Internet Kontakt mit anderen Gruppen aufzunehmen und online zusammen Musik zu machen. So erfüllt man am besten das Ziel des Tages.

Stefan Emmerich, Musiklehrer am Helmholtz-Gymnasium, freut sich besonders auf den Tag: „In unserem Informatik-Raum werden verschiedene Klassen mit anderen Gruppen in Südamerika und in Asien skypen. Jeder kann singen, spielen oder nur zuhören. Hauptsache, die jungen Leute teilen ihre Freude am Musikmachen. Und außerdem lernen sie neue Freunde kennen.“

Der Weltmusiktag sendet auch ein wichtiges Signal an Politiker. Egal was für Probleme in der Welt existieren, Musiker werden immer ihre Kunst teilen. Schließlich ist die Musik eine universale Sprache.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Beantworte die Fragen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

(a) Für welche Musikstile muss man sich interessieren?

(1)

(b) Was war das Ziel des ersten Weltmusiktages?

(1)

(c) Wie sollte man dieses Jahr am Weltmusiktag am besten teilnehmen?

(1)

(d) Was ist wichtig für Emmerich?

(1)

(e) Wie kann Musik der Welt helfen?

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage **into English**.

Meine Heimatstadt ist eine Reise wert, vor allem wenn man Kinder hat. Man kann einen Tag im weltberühmten Tierpark verbringen oder eine Hafenrundfahrt machen. Ich würde Hamburgs Miniatur-Wunderland empfehlen, wo sich die größte Modelleisenbahn der Welt befindet. Ich wohne seit zwei Jahren hier und bevor wir hierher gezogen sind, hatte ich diese Stadt nie besucht.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

GCSE German Higher tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	a good education/getting a good job	(1)

Question number	Answer	Mark
1(b)	positive	(1)

Question number	Answer	Mark
1(c)	they are an intelligent and serious generation	(1)

Question number	Answer	Reject	Mark
2(a)	happy Easter	how is your son?	(1)

Question number	Answer	Mark
2(b)	Michel/baby is ill/is coughing/has temperature	(1)

Question number	Answer	Reject	Mark
2(c)	open window at night	water temperature was too cold water temperature was just right	(1)

Question number	Answer	Reject	Mark
2(d)	to church	castle	(1)

Question number	Answer	Reject	Mark
3(a)	Any one of the following. Because she always has time for her (1) She is not too busy to make time (1)	Luzia sees her a lot of the time	(1)

Question number	Answer	Reject	Mark
3(b)	Any one of the following. They don't see much of each other (1) They speak (a lot) on the phone (1)	She has a close relationship with her	(1)

Question number	Answer	Reject	Mark
3(c)	Any one of the following. She can depend on them (to be there for her) (1) They are reliable (1) (She does not see them often) but she can rely on them to be there for her (1) She only sees them in the holidays but they always get on well (1)	They are old friends She doesn't see them often/she only sees them in the holidays – without any other information	(1)

Question number	Answer	Mark
3(d)	Working as a German teacher	(1)

Question number	Answer	Reject	Mark
3(e)	Any one of the following. They were the only Germans there/in the (small) town (1) They were both German (1) They were the only Germans (1)	It was a small town	(1)

Question number	Answer	Mark
4(i)	C	(1)

Question number	Answer	Mark
4(ii)	A	(1)

Question number	Answer	Mark
4(iii)	C	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Mark
5(a)	Usain	(1)

Question number	Answer	Mark
5(b)	Falko	(1)

Question number	Answer	Mark
5(c)	Anna	(1)

Question number	Answer	Mark
5(d)	Ivonne	(1)

Question number	Answer	Mark
5(e)	proud	(1)

Question number	Answer	Mark
5(f)	She should receive a certificate for fairness and friendship	(1)

Question number	Answer	Mark
6(i)	B, C, G	(3)

Question number	Answer	Mark
6(ii)	He left without qualifications	(1)

Question number	Answer	Mark
6(iii)	Talk to your parents (about poor results at school)	(1)

SECTION B

Question number	Answer	Mark
7(i)	A	(1)

Question number	Answer	Mark
7(ii)	A	(1)

Question number	Answer	Mark
7(iii)	C	(1)

Question number	Answer	Mark
7(iv)	B	(1)

Question number	Answer	Mark
7(v)	C	(1)

Question number	Answer	Mark
8(a)	Rathaus	(1)

Question number	Answer	Mark
8(b)	Markt	(1)

Question number	Answer	Mark
8(c)	Dom	(1)

Question number	Answer	Mark
8(d)	Park	(1)

Question number	Answer	Mark
8(e)	Markt	(1)

Question number	Answer	Reject	Mark
9(a)	Irgendwelche Stil/alle Stile/es ist egal	Kein Musikstil wird vergessen	(1)

Question number	Answer	Reject	Mark
9(b)	Musikmachen zwischen Nationen (zu fördern) (1)	Musikmachen Zu einem der wichtigsten Gedenktage in dem Kalender geworden	(1)

Question number	Answer	Reject	Mark
9(c)	Online gehen/ Musik online machen/ übers Internet Kontakt aufnehmen (1)	Online Internet Ein Konzert organisieren (Mit Freunden) ein Lied komponieren	(1)

Question number	Answer	Reject	Mark
9(d)	Junge Leute teilen ihre Freude am Musikmachen	Jeder kann singen, spielen oder nur zuhören	(1)

Question number	Answer	Mark
9(e)	Sie bringt Leute zusammen/sie ist eine universale Sprache	(1)

SECTION C

Question number	Indicative content	Mark
10	Example response: My home town is worth a visit particularly if you have children. You can spend a day in the world-famous zoo or take a harbour tour. I would also recommend Hamburg's miniature wonderland, where the biggest model railway in the world is to be found. I have lived here for two years and before we moved here I had never visited this town.	(7)

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

German

Paper 4: Writing in German

Higher tier

Sample assessment material for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1GN0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

S50653A

©2015 Pearson Education Ltd.



PEARSON

Ein Ausflug

- Schreibe eine Antwort an Lisa.

Du **musst** diese Punkte einschließen:

- was du gemacht hast
- wie du den Ausflug gefunden hast und warum
- warum Ausflüge wichtig sind oder nicht
- Pläne für den nächsten Ausflug.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

[illegible]

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Schule

(b) Dein Freund Mustafa schickt dir Fragen über dein Schuljahr.

Schreibe eine Antwort an Mustafa.

Du **musst** diese Punkte einschließen:

- seit wann du deine Schule besuchst
- wie du dieses Schuljahr gefunden hast und warum
- deine Pläne für das nächste Schuljahr
- warum Mustafa deine Schule besuchen muss oder nicht.

Schreibe ungefähr 80–90 Wörter **auf Deutsch**.

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

Internationale Sport Events

2 (a) Sie haben ein internationales Sport Event gesehen.

Schreiben Sie einen Zeitungsartikel, der den Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- wie Sie es gefunden haben and warum
- warum Jugendliche internationale Sport Events interessant finden
- die Vorteile von verschiedenen Sportarten
- wie man das Interesse von Jugendlichen an Sport wecken könnte.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Eine internationale Organisation für Kinder

(b) Sie sammeln Geld für eine internationale Organisation für Kinder.

Schreiben Sie einen offiziellen Brief an den Direktor Ihrer deutschen Austauschschule, damit die Schule diese Organisation unterstützt.

Sie **müssen** diese Punkte einschließen:

- Details von der Organisation
- warum man dieser Organisation helfen sollte
- was Sie schon für die Organisation gemacht haben
- wie die deutschen Schüler helfen könnten.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Sehr geehrter Herr Schneider,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mit freundlichen Grüßen

(Total for Question 2 = 28 marks)

Urlaub

3 Übersetze ins Deutsche.

Last year I flew to Austria to visit my friend in Salzburg. When I was there, I met a lot of friendly people. I will go there next year but I do not want to stay with my friend. I would rather book a hotel so that I can have more freedom.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE German Higher Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
9–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Letztes Jahr bin ich nach Österreich geflogen, um meinen Freund in Salzburg zu besuchen. Als ich dort war, habe ich viele freundliche Leute getroffen. Ich werde nächstes Jahr dorthin fliegen, aber ich will nicht bei meinem Freund bleiben. Ich würde lieber ein Hotel buchen, um mehr Freiheit zu haben.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that ***hinder clarity***:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that ***prevent meaning being conveyed***:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121