

GCSE GERMAN

F+H

Foundation and Higher Paper 2 Speaking

Sample assessment material

Teacher's Booklet

- To be conducted by the teacher-examiner between XX April and XX May 2026
- Time allowed: 7-9 minutes at Foundation (+ 15 minutes' supervised preparation time)
10-12 minutes at Higher (+ 15 minutes' supervised preparation time)

Instructions

- The contents of this Booklet must be treated as strictly confidential until the end of the test window.
- During the preparation time, candidates are required to prepare **one** Role-play card, **one** Reading aloud task and **one** Photo card.
- The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card, Reading aloud task and Photo card to give to each candidate.
- Candidates may make notes during the preparation time for use during the test and they may use these notes at any time during the test.
- You are expected to give candidates the opportunity to respond fully to all tasks bearing in mind the recommended length of each task (as specified below) to ensure that each candidate is able to access the maximum number of marks available.
- Timing of the test for each candidate will start when you begin the Role-play using the introductory text in the Teacher's role. Timing of the test will end when the maximum time allowed is reached (**nine** minutes at Foundation tier for the whole test and **twelve** minutes at Higher tier for the whole test).

Information

The test consists of three parts:

- **Part 1:** a Role-play card (recommended to last between one and one and a half minutes at Foundation and Higher tiers).
- **Part 2:** a Reading aloud text and short conversation based on the topic of the text (recommended to last between two and two and a half minutes in total at Foundation tier and between three and three and a half minutes in total at Higher tier).
- **Part 3:** discussion of a Photo card containing two photos (recommended to last between four and five minutes in total at Foundation tier and between six and seven minutes in total at Higher tier).

Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
Sample assessment materials

German Speaking Test

Teacher's Booklet

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Part

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Guidance for teacher-examiners on questioning technique for Part 3

Sequence charts

Foundation tier

Higher tier

Summary of recommended lengths for each part of the speaking test

	Foundation tier	Higher tier
Part 1: Role-play	Between 1 and 1.5 minutes	Between 1 and 1.5 minutes
Part 2: Reading aloud task	Between 2 and 2.5 minutes	Between 3 and 3.5 minutes
Part 3: Photo card task	Between 4 and 5 minutes in total (approximately one minute for description of the photos and between 3 and 4 minutes for the unprepared conversation)	Between 6 and 7 minutes in total (approximately one and a half minutes for description of the photos and between 4.5 and 5.5 minutes for the unprepared conversation)
TOTAL	7-9 minutes	10-12 minutes

There is no material on this page

Part 1 – Role-plays

ROLE-PLAY 1 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say what sort of person you are. (Give **one** detail.)
- 2** Say **one** activity you do with friends.
- 3** Say how often you see your friends.
- 4** Say **one** thing about your best friend.
- ? 5** Ask your friend a question about their age.

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what sort of person they are.</p> <p><i>Was für eine Person bist du?</i></p> <p>Allow the candidate to give one detail about what sort of person they are.</p>
2		<p>Ask the candidate what they do with their friends.</p> <p><i>Was machst du mit deinen Freunden?</i></p> <p>Allow the candidate to say one activity they do with their friends.</p>
3		<p>Ask the candidate how often they see their friends.</p> <p><i>Wie oft siehst du deine Freunde?</i></p> <p>Allow the candidate to say how often they see their friends.</p>
4		<p>Ask the candidate to say one thing about their best friend.</p> <p><i>Sag mir etwas über deinen besten Freund oder deine beste Freundin.</i></p> <p>Allow the candidate to say one thing about their best friend.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about your age.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 2 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do for your fitness.
- 2** Say how often you do sport.
- 3** Say what you like to eat. (Give **one** detail.)
- 4** Give **one** opinion about smoking.
- ? 5** Ask your friend a question about drinks.

ROLE-PLAY 2 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what they do for their fitness.</p> <p><i>Was machst du für deine Fitness?</i></p> <p>Allow the candidate to say one activity they do for their fitness.</p>
2		<p>Ask the candidate how often they do sport.</p> <p><i>Und wie oft machst du Sport?</i></p> <p>Allow the candidate to say how often they do sport.</p>
3		<p>Ask the candidate what they like to eat.</p> <p><i>Was isst du gern?</i></p> <p>Allow the candidate to give one detail about what they like to eat.</p>
4		<p>Ask the candidate what they think about smoking.</p> <p><i>Wie findest du Rauchen?</i></p> <p>Allow the candidate to give one opinion about smoking.</p>
5	?	<p><i>Das finde ich auch.</i></p> <p>Allow the candidate to ask a question about drinks.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 3 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say where your school is. (Give **one** detail.)
- 2** Say what your favourite subject is.
- 3** Say **one** thing about a teacher.
- 4** Say **one** activity you do at break time.
- ? 5** Ask your friend a question about school uniform.

ROLE-PLAY 3 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate where their school is.</p> <p><i>Wo liegt deine Schule?</i></p> <p>Allow the candidate to give one detail about where their school is.</p>
2		<p>Ask the candidate what their favourite subject is.</p> <p><i>Was ist dein Lieblingsfach?</i></p> <p>Allow the candidate to say their favourite subject.</p>
3		<p>Ask the candidate about a teacher.</p> <p><i>Sag mir etwas über einen Lehrer oder eine Lehrerin.</i></p> <p>Allow the candidate to give one detail about a teacher.</p>
4		<p>Ask the candidate what they do at break time.</p> <p><i>Und was machst du in der Pause?</i></p> <p>Allow the candidate to say one activity they do at break time.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about school uniform.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 4 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do in your free time.
- 2** Say how often you go out with friends.
- 3** Say where you go at the weekend. (Give **one** detail.)
- 4** Say what you like to wear. (Give **one** detail.)
- ? 5** Ask your friend a question about sport.

ROLE-PLAY 4 (FOUNDATION TIER)
TEACHER'S ROLE

- You begin the role-play.
 - You should address the candidate as *du*.
 - You must read out the teacher's role shown below in italics **without any changes**.
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You must begin the role-play by using the introductory text below.

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

1		<p>Ask the candidate what they do in their free time.</p> <p><i>Was machst du in deiner Freizeit?</i></p> <p>Allow the candidate to say one activity they do in their free time.</p>
2		<p>Ask the candidate how often they go out with friends.</p> <p><i>Wie oft gehst du mit Freunden aus?</i></p> <p>Allow the candidate to say how often they go out with friends.</p>
3		<p>Ask the candidate where they go at the weekend.</p> <p><i>Und wohin gehst du am Wochenende?</i></p> <p>Allow the candidate to give one detail about where they go at the weekend.</p>
4		<p>Ask the candidate what they like to wear.</p> <p><i>Welche Kleidung trägst du gern?</i></p> <p>Allow the candidate to give one detail about what they like to wear.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about sport.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 5 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say what your favourite celebration is.
- 2** Say **one** thing you eat at a party.
- 3** Say when your birthday is.
- 4** Say **one** activity you do on your birthday.
- ? 5** Ask your friend a question about clothes.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what their favourite celebration is.</p> <p><i>Was ist deine Lieblingsfeier?</i></p> <p>Allow the candidate to say what their favourite celebration is.</p>
2		<p>Ask the candidate what they eat at a party.</p> <p><i>Und was isst du auf einer Party?</i></p> <p>Allow the candidate to say one thing they eat at a party.</p>
3		<p>Ask the candidate when their birthday is.</p> <p><i>Wann hast du Geburtstag?</i></p> <p>Allow the candidate to say when their birthday is.</p>
4		<p>Ask the candidate what they do on their birthday.</p> <p><i>Und was machst du an deinem Geburtstag?</i></p> <p>Allow the candidate to say one activity they do on their birthday.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about clothes.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 6 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say how often you listen to music.
- 2** Say what type of music you listen to. (Give **one** detail.)
- 3** Give **one** opinion about music.
- 4** Say what your favourite singer looks like. (Give **one** detail.)
- ? 5** Ask your friend a question about music at school.

ROLE-PLAY 6 (FOUNDATION TIER)
TEACHER'S ROLE

- You begin the role-play.
 - You should address the candidate as *du*.
 - You must read out the teacher's role shown below in italics **without any changes**.
-

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

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

1		<p>Ask the candidate how often they listen to music.</p> <p><i>Wie oft hörst du Musik?</i></p> <p>Allow the candidate to say how often they listen to music.</p>
2		<p>Ask the candidate what type of music they listen to.</p> <p><i>Und was für Musik hörst du?</i></p> <p>Allow the candidate to say one type of music they listen to.</p>
3		<p>Ask the candidate what they think about music.</p> <p><i>Und wie findest du Musik?</i></p> <p>Allow the candidate to give one opinion about music.</p>
4		<p>Ask the candidate to describe their favourite singer.</p> <p><i>Beschreib deinen Lieblingssänger / deine Lieblingssängerin.</i></p> <p>Allow the candidate to give one detail about the appearance of their favourite singer.</p>
5	?	<p><i>Schön.</i></p> <p>Allow the candidate to ask a question about music at school.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 7 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say **one** activity you do in the summer.
- 2** Say when you see your friends. (Give **one** detail.)
- 3** Give **one** opinion about sport.
- 4** Say **one** thing you do to relax.
- ? 5** Ask your friend a question about the internet.

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what they do in the summer.</p> <p><i>Was machst du im Sommer?</i></p> <p>Allow the candidate to say one activity they do in the summer.</p>
2		<p>Ask the candidate when they see their friends.</p> <p><i>Und wann siehst du deine Freunde?</i></p> <p>Allow the candidate to give one detail about when they see their friends.</p>
3		<p>Ask the candidate what they think about sport.</p> <p><i>Wie findest du Sport?</i></p> <p>Allow the candidate to give one opinion about sport.</p>
4		<p>Ask the candidate what they find relaxing.</p> <p><i>Was findest du entspannend?</i></p> <p>Allow the candidate to say one activity they find relaxing.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about the internet.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 8 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say how often you use the internet.
- 2** Give **one** opinion about the internet.
- 3** Say what you do online. (Give **one** detail.)
- 4** Say where you use a computer. (Give **one** detail.)
- ? 5** Ask your friend a question about social media.

ROLE-PLAY 8 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate how often they use the internet.</p> <p><i>Wie oft benutzt du das Internet?</i></p> <p>Allow the candidate to say how often they use the internet.</p>
2		<p>Ask the candidate what they think about the internet.</p> <p><i>Wie findest du das Internet?</i></p> <p>Allow the candidate to give one opinion about the internet.</p>
3		<p>Ask the candidate what they do online.</p> <p><i>Und was machst du online?</i></p> <p>Allow the candidate to give one detail about what they do online.</p>
4		<p>Ask the candidate where they use a computer.</p> <p><i>Wo benutzt du einen Computer?</i></p> <p>Allow the candidate to give one detail about where they use a computer.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about social media.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 9 (FOUNDATION TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include a verb in your response to each task.

- 1** Say where you live. (Give **one** detail.)
- 2** Say what the weather is like. (Give **one** detail.)
- 3** Give **one** opinion about your local area.
- 4** Say **one** activity you do in your local area.
- ? 5** Ask your friend a question about a place in town.

ROLE-PLAY 9 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate where they live.</p> <p><i>Wo wohnst du?</i></p> <p>Allow the candidate to give one detail about where they live.</p>
2		<p>Ask the candidate what the weather is like.</p> <p><i>Und wie ist das Wetter?</i></p> <p>Allow the candidate to give one detail about the weather.</p>
3		<p>Ask the candidate what they think of their local area.</p> <p><i>Wie findest du deine Gegend?</i></p> <p>Allow the candidate to give one opinion about their local area.</p>
4		<p>Ask the candidate what they do in their local area.</p> <p><i>Und was machst du in deiner Gegend?</i></p> <p>Allow the candidate to say one activity they do in their local area.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about a place in town.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 10 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say what you think of your best friend and why. (Give **one** opinion and **one** reason.)
- 2** Say how long you have been friends.
- 3** Say **two** activities you do with friends.
- 4** Say what you talk about with friends. (Give **two** details.)
- ? 5** Ask your friend a question about hobbies.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what they think about their best friend and why.</p> <p><i>Wie findest du deinen besten Freund oder deine beste Freundin. ... Warum?</i></p> <p>Allow the candidate to say what they think about their best friend and why. (Elicit one opinion and one reason.)</p>
2		<p>Ask the candidate how long they have been friends.</p> <p><i>Seit wann seid ihr Freunde?</i></p> <p>Allow the candidate to say how long they have been friends.</p>
3		<p>Ask the candidate what they do with friends.</p> <p><i>Was machst du mit Freunden?</i></p> <p>Allow the candidate to say two activities they do with friends.</p>
4		<p>Ask the candidate what they talk about with friends.</p> <p><i>Worüber sprichst du mit Freunden?</i></p> <p>Allow the candidate to give two details about what they talk about with friends.</p>
5	?	<p><i>Schön.</i></p> <p>Allow the candidate to ask a question about hobbies.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

1 Say **two** activities you do for your fitness.

2 Say when you do exercise.

3 Say what you have eaten recently. (Give **two** details.)

4 Say what you think of fast food and why. (Give **one** opinion and **one** reason.)

? **5** Ask your friend a question about sport at school.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what they do for their fitness.</p> <p><i>Was machst du für deine Fitness?</i></p> <p>Allow the candidate to say two activities they do for their fitness.</p>
2		<p>Ask the candidate when they do exercise.</p> <p><i>Und wann machst du Sport?</i></p> <p>Allow the candidate to say when they do exercise.</p>
3		<p>Ask the candidate what they have eaten recently.</p> <p><i>Was hast du in letzter Zeit gegessen?</i></p> <p>Allow the candidate to give two details about what they have eaten recently.</p>
4		<p>Ask the candidate what they think of fast food and why.</p> <p><i>Und wie findest du Fastfood? ... Warum?</i></p> <p>Allow the candidate to say what they think about fast food and why. (Elicit one opinion and one reason.)</p>
5	?	<p><i>Ich esse nicht gern Fastfood.</i></p> <p>Allow the candidate to ask a question about sport at school.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 12 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Describe your school day. (Give **two** details.)
- 2** Say which school subject you like and why. (Give **one** subject and **one** reason.)
- 3** Say **two** activities you did in the last break.
- 4** Say **one** thing you do **not** like about school.
- ? **5** Ask your friend a question about school rules.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe their school day.</p> <p><i>Also, beschreib deinen Schultag.</i></p> <p>Allow the candidate to give two details about their school day.</p>
2		<p>Ask the candidate what they like learning and why.</p> <p><i>Was lernst du gern? ... Warum?</i></p> <p>Allow the candidate to say what they like learning and why. (Elicit one subject and one reason.)</p>
3		<p>Ask the candidate what they did in the last break.</p> <p><i>Und was hast du in deiner letzten Pause gemacht?</i></p> <p>Allow the candidate to say two activities they did in the last break.</p>
4		<p>Ask the candidate what they do not like about school.</p> <p><i>Was magst du nicht an der Schule?</i></p> <p>Allow the candidate to say one thing they do not like about school.</p>
5	?	<p><i>Das finde ich auch.</i></p> <p>Allow the candidate to ask a question about school rules.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 13 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say **one** place you go in your free time.
- 2** Say who you like to spend time with and why. (Give **one** detail and **one** reason.)
- 3** Say **two** activities you do at home at the weekend.
- 4** Say what you will do next week at school. (Give **two** details.)
- ? 5** Ask your friend a question about homework.

ROLE-PLAY 13 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate where they go in their free time.</p> <p><i>Wohin gehst du in deiner Freizeit?</i></p> <p>Allow the candidate to say one place they go to.</p>
2		<p>Ask the candidate who they like to spend time with and why.</p> <p><i>Und mit wem verbringst du gern Zeit? ... Warum?</i></p> <p>Allow the candidate to say who they like to spend time and why. (Elicit one detail and one reason.)</p>
3		<p>Ask the candidate what they do at home at the weekend.</p> <p><i>Und was machst du am Wochenende zu Hause?</i></p> <p>Allow the candidate to say two activities they do at home at the weekend.</p>
4		<p>Ask the candidate what they will do next week at school.</p> <p><i>Was wirst du nächste Woche in der Schule machen?</i></p> <p>Allow the candidate to give two details about what they will do next week at school.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about homework.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 14 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say what your favourite celebration is and why. (Give **one** detail and **one** reason.)
- 2** Describe a recent celebration. (Give **two** details.)
- 3** Say what clothes you like to wear to a party. (Give **two** details.)
- 4** Say what a good present is. (Give **one** detail.)
- ? 5** Ask your friend a question about music.

ROLE-PLAY 14 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate what their favourite celebration is and why.</p> <p><i>Was ist deine Lieblingsfeier? ... Warum?</i></p> <p>Allow the candidate to say what their favourite celebration is and why. (Elicit one celebration and one reason.)</p>
2		<p>Ask the candidate to describe a recent celebration.</p> <p><i>Beschreib eine Feier in letzter Zeit.</i></p> <p>Allow the candidate to give two details about a recent celebration.</p>
3		<p>Ask the candidate what clothes they like to wear to a party.</p> <p><i>Und welche Kleidung trägst du gern auf einer Party?</i></p> <p>Allow the candidate to give two details about what they like to wear to a party.</p>
4		<p>Ask the candidate what a good present is.</p> <p><i>Was ist ein gutes Geschenk?</i></p> <p>Allow the candidate to say what a good present is.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about music.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 15 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say how you have used social media recently. (Give **two** details.)
- 2** Say what you think about celebrities and why. (Give **one** opinion and **one** reason.)
- 3** Describe the appearance of your favourite celebrity. (Give **two** details.)
- 4** Give **one** positive aspect of being famous.
- ? 5** Ask your friend a question about television.

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate how they have used social media recently.</p> <p><i>Wie hast du in letzter Zeit die sozialen Medien benutzt?</i></p> <p>Allow the candidate to give two details about their recent use of social media.</p>
2		<p>Ask the candidate what they think about celebrities and why.</p> <p><i>Wie findest du die Stars? ... Warum?</i></p> <p>Allow the candidate to say what they think about celebrities and why. (Elicit one opinion and one reason.)</p>
3		<p>Ask the candidate to describe their favourite celebrity.</p> <p><i>Also, beschreib deinen Lieblingsstar.</i></p> <p>Allow the candidate to give two details about the appearance of their favourite celebrity.</p>
4		<p>Ask the candidate for one positive aspect of being famous.</p> <p><i>Was ist ein positiver Aspekt, wenn man berühmt ist?</i></p> <p>Allow the candidate to give one positive aspect of being famous.</p>
5	?	<p><i>Das stimmt.</i></p> <p>Allow the candidate to ask a question about television.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 16 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your German friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say how you go into town. (Give **one** detail.)
- 2** Say what sort of transport you like and why. (Give **one** detail and **one** reason.)
- 3** Give **two** negative aspects of your town.
- 4** Say where you want to go in the future. (Give **two** details.)
- ? 5** Ask your friend a question about their local area.

ROLE-PLAY 16 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate how they go into town.</p> <p><i>Wie kommst du in die Stadt?</i></p> <p>Allow the candidate to give one detail about how they go into town.</p>
2		<p>Ask the candidate what sort of transport they like and why.</p> <p><i>Welches Verkehrsmittel magst du? ... Warum?</i></p> <p>Allow the candidate to say one sort of transport they like and why. (Elicit one means of transport and one reason.)</p>
3		<p>Ask the candidate about the negative aspects of their town.</p> <p><i>Was sind die negativen Aspekte von deiner Stadt?</i></p> <p>Allow the candidate to give two negative aspects of their town.</p>
4		<p>Ask the candidate where they want to go in the future.</p> <p><i>Wohin willst du in der Zukunft fahren?</i></p> <p>Allow the candidate to give two details about where they want to go in the future.</p>
5	?	<p><i>Schön.</i></p> <p>Allow the candidate to ask a question about their local area.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 17 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Austrian friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Say **when** and **where** you use the internet.
- 2** Give **two** positive aspects of the internet.
- 3** Say **one** thing you like about your favourite app.
- 4** Say how you will use technology next weekend. (Give **two** details.)
- ? 5** Ask your friend a question about television programmes.

ROLE-PLAY 17 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate when and where they use the internet.</p> <p><i>Wann und wo benutzt du das Internet?</i></p> <p>Allow the candidate to say when and where they use the internet.</p>
2		<p>Ask the candidate about the positive aspects of the internet.</p> <p><i>Was sind die positiven Aspekte vom Internet?</i></p> <p>Allow the candidate to give two positive aspects of the internet.</p>
3		<p>Ask the candidate about their favourite app.</p> <p><i>Und deine Lieblingsapp?</i></p> <p>Allow the candidate to say one thing they like about their favourite app.</p>
4		<p>Ask the candidate how they will use technology next weekend.</p> <p><i>Wie wirst du nächstes Wochenende Technologie benutzen?</i></p> <p>Allow the candidate to give two details about using technology next weekend.</p>
5	?	<p><i>Interessant.</i></p> <p>Allow the candidate to ask a question about television programmes.</p> <p><i>(Give an appropriate response)</i></p>

ROLE-PLAY 18 (HIGHER TIER)
CANDIDATE'S ROLE

Instructions to candidates

You are talking to your Swiss friend.

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

You should address your friend as *du*.

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

In order to score full marks, you must include at least one verb in your response to each task.

- 1** Describe where you live. (Give **two** details.)
- 2** Say **two** activities visitors can do in your local area.
- 3** Describe **one** environmental problem in your local area.
- 4** Say where you want to live in the future and why. (Give **one** detail and **one** reason.)
- ? **5** Ask your friend a question about shopping.

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *du*.
- You must read out the teacher's role shown below in italics **without any changes**.

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

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

1		<p>Ask the candidate to describe where they live.</p> <p><i>Beschreib mir, wo du wohnst.</i></p> <p>Allow the candidate to give two details about where they live.</p>
2		<p>Ask the candidate what visitors can do in the local area.</p> <p><i>Und was können Besucher in der Gegend machen?</i></p> <p>Allow the candidate to say two activities visitors can do in the local area.</p>
3		<p>Ask the candidate to describe an environmental problem in the local area.</p> <p><i>Beschreib ein Umweltproblem in deiner Gegend.</i></p> <p>Allow the candidate to describe one environmental problem.</p>
4		<p>Ask the candidate where they want to live in the future and why.</p> <p><i>Und wo willst du in der Zukunft wohnen? ... Warum?</i></p> <p>Allow the candidate to say where they want to live in the future and why. (Elicit one place and one reason.)</p>
5	?	<p><i>Schön.</i></p> <p>Allow the candidate to ask a question about shopping.</p> <p><i>(Give an appropriate response)</i></p>

Part 2 – Reading aloud

FOUNDATION TIER

CANDIDATE'S CARD

Reading aloud Task 1

When your teacher asks you, read aloud the following text **in German**.

Ich bin zehn Jahre alt und ich wohne in Deutschland.

Ich habe einen älteren Bruder.

Am Wochenende geht er oft in die Stadt einkaufen.

Meine Schwester ist jünger als ich.

Sie hat einen kleinen Hund.

You will then be asked four questions **in German** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 1

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wann hast du Geburtstag?
- Beschreib deinen besten Freund oder deine beste Freundin.
- Was machst du mit deinen Freunden?
- Wie findest du Tiere?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 2**

When your teacher asks you, read aloud the following text **in German**.

Meine Familie ist sehr gesund.

Wir essen oft Gemüse und trinken auch viel Wasser.

Am Samstag fährt mein Vater Rad, und meine Mutter spielt Tennis.

Mein Bruder und ich gehen gern zusammen joggen.

Das macht Spaß.

You will then be asked four questions **in German** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 2

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft gehst du joggen?
- Was machst du am Wochenende?
- Wie findest du Fastfood?
- Was trinkst du gern?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 3**

When your teacher asks you, read aloud the following text **in German**.

In der Schule lerne ich gern Sport.

Mein Lehrer ist sehr lustig.

Ich finde Mathe einfach und interessant.

Aber ich hasse Englisch, denn es ist schrecklich.

Wir haben jeden Tag eine Pause um elf Uhr.

You will then be asked four questions **in German** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 3

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was machst du in der Sportstunde?
- Wie findest du Hausaufgaben?
- Beschreib deine Schuluniform.
- Was machst du in der Pause?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 4**

When your teacher asks you, read aloud the following text **in German**.

In meiner Freizeit bin ich sehr aktiv.

Täglich vor der Schule schwimme ich für zwei Stunden.

Ich spiele Basketball mit meinen Freunden in dem Park.

Nach dem Training bin ich müde und habe großen Hunger.

You will then be asked four questions **in German** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER

TEACHER'S ROLE

Reading aloud Task 4

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du Sport?
- Was machst du zu Hause in deiner Freizeit?
- Wie oft gehst du ins Kino?
- Sag mir etwas über deinen Lieblingsfilm.

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 5**

When your teacher asks you, read aloud the following text **in German**.

Ich mag alle Feste.

Viele Leute finden Weihnachten in Deutschland toll.

Es gibt immer viel zu essen, und ich bekomme tolle Geschenke.

Ein Sommerfest mit Freunden ist auch nie langweilig.

Man kann Musik hören und tanzen.

You will then be asked four questions **in German** that relate to the topic of **Customs, festivals and celebrations**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 5**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was ist dein Lieblingsfest?
- Was machst du in den Weihnachtsferien?
- Wie oft gehst du auf Partys?
- Welche Musik hörst du gern?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 6**

When your teacher asks you, read aloud the following text **in German**.

Das Mädchen liebt Musik und spielt ein Instrument.
Sie kann auch gut singen, und ihre Stimme ist so schön.
Sie will online ein neuer deutscher Star sein.
Es ist ihr Traum, im Ausland zu wohnen.

You will then be asked four questions **in German** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 6**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wann hörst du Musik?
- Welche Musik magst du?
- Beschreib deinen Lieblingsmusikstar.
- Wie findest du die sozialen Medien?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 7**

When your teacher asks you, read aloud the following text **in German**.

Im Sommer fahre ich mit meiner Familie in den Urlaub.

Wir bleiben für zwei Wochen an der Küste.

Die Leute im Hotel sind immer nett und freundlich.

Wir gehen schwimmen und essen zu viel Eis.

You will then be asked four questions **in German** that relate to the topic of **Travel and tourism**, **including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 7**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft gehst du schwimmen?
- Wie findest du die Sommerferien?
- Wie ist das Wetter in deiner Gegend?
- Was gibt es hier für Touristen?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 8**

When your teacher asks you, read aloud the following text **in German**.

Ich habe ein neues schwarzes Handy.

Ich finde es sehr praktisch.

Aber das kann viel Geld kosten.

Ich benutze gern das Internet, denn die Musik ist toll.

Mein Bruder spielt oft Computerspiele auf seinem Laptop.

You will then be asked four questions **in German** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 8**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie oft benutzt du ein Handy? `
- Was machst du im Internet?
- Wie findest du Filme online?
- Wie sind die Computer in deiner Schule?

FOUNDATION TIER**CANDIDATE'S CARD****Reading aloud Task 9**

When your teacher asks you, read aloud the following text **in German**.

Meine Oma hat jetzt ein neues Haus in der Stadt.

Die Küche ist sehr modern, aber es gibt nur ein kleines
Schlafzimmer.

Draußen ist ein Garten mit einem Baum.

Hier kann man im Sommer sitzen.

You will then be asked four questions **in German** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

FOUNDATION TIER**TEACHER'S ROLE****Reading aloud Task 9**

This part of the test is recommended to last between **two and two and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wo wohnst du?
- Was machst du zu Hause?
- Sag mir etwas über deine Stadt.
- Wie findest du das Wetter hier?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 10**

When your teacher asks you, read aloud the following text **in German**.

Ich verstehe mich meistens gut mit anderen Menschen.
Zu Hause ist die Beziehung zu meiner Stiefmutter sehr positiv.
In der Schule rede ich gern mit anderen Leuten.
Wir haben einen Mathelehrer, der uns keine Hausaufgaben gibt.
Im Unterricht hört er immer zu, und er hat sehr viel Verständnis für uns.

You will then be asked four questions **in German** that relate to the topic of **Identity and relationships with others**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 10

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du die Lehrer in deiner Schule?
- Sag mir etwas über einen guten Freund oder eine gute Freundin.
- Was machst du gern mit Freunden?
- Was für eine Person bist du?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 11**

When your teacher asks you, read aloud the following text **in German**.

Viele Jugendliche machen sich Sorgen um ihre Gesundheit.

Sie kaufen nie süße Getränke und rauchen nicht.

Das ist natürlich gut für den Körper.

Außerdem haben sie immer genug Zeit, sich zu bewegen.

Die jüngere Generation macht viel für ihre Fitness.

Sie wissen, es ist sehr wichtig für ein langes Leben.

You will then be asked four questions **in German** that relate to the topic of **Healthy living and lifestyle**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 11

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was machst du für deine Fitness?
- Was isst du, was nicht gesund ist?
- Wie findest du Rauchen?
- Was für Sport machen deine Freunde?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 12**

When your teacher asks you, read aloud the following text **in German**.

Ich mache viele Fächer in der Schule.

Dreimal in der Woche lerne ich Biologie.

Leider ist es manchmal kompliziert.

Ich möchte gern Tierarzt werden, weil die Arbeit interessant ist.

Jedoch ist es schwierig, gute Noten zu bekommen.

Letztes Jahr war mein Zeugnis schrecklich.

Deshalb muss ich dieses Jahr häufiger Hausaufgaben machen.

You will then be asked four questions **in German** that relate to the topic of **Education and work**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 12

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du Deutsch lernen?
- Was kann man machen, um gute Noten zu bekommen?
- Wo machst du Hausaufgaben?
- Sag mir etwas über deine Schuluniform.

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 13**

When your teacher asks you, read aloud the following text **in German**.

Viele Leute sind gern draußen in der Freizeit.
Sie treiben Sport in der Stadt oder wandern auf dem Land.
Es ist gut, die frische Luft zu genießen.
Mein Freund entspannt sich lieber zu Hause, wo es ruhig ist.
Jeden Abend gefällt es ihm, ein Buch zu lesen.
Dann geht er früh ins Bett.

You will then be asked four questions **in German** that relate to the topic of **Free time activities**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 13

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Sag mir etwas über deinen Lieblingssport.
- Was machst du nach der Schule?
- Wann gehst du mit Freunden aus?
- Beschreib deinen Lieblingsfilm.

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 14**

When your teacher asks you, read aloud the following text **in German**.

Weihnachten ist ein sehr wichtiges Fest in Deutschland.

Zuerst geht die Familie in die Kirche, wo wir unsere Freunde sehen.

Danach essen wir.

Meine jüngere Schwester kann gut kochen, und deswegen ist das immer schön.

Normalerweise kommt mein Onkel zu Besuch.

Das finde ich ärgerlich, denn ich verstehe mich nicht gut mit ihm.

You will then be asked four questions **in German** that relate to the topic of **Customs, festivals and celebrations**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 14

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Sag mir etwas über dein Lieblingsfest.
- Welches Essen magst du?
- Beschreib eine gute Party für Teenager.
- Welche Kleidung trägst du gern?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 15**

When your teacher asks you, read aloud the following text **in German**.

Es gibt viele berühmte Stars im Fernsehen und in den sozialen Medien.

Ihr Leben ist sehr interessant für die meisten Jugendlichen.

Sie wollen den langweiligen Alltag vergessen.

Manchmal entdecken sie auch eine ganz neue Welt.

Viele Fans wollen sogar wie ihr Lieblingsstar aussehen –
die gleichen Haare haben und ähnliche Kleidung tragen.

You will then be asked four questions **in German** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 15

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was siehst du gern im Fernsehen oder online?
- Beschreib deinen Lieblingssänger oder deine Lieblingssängerin.
- Welche Probleme gibt es für die Stars?
- Was sind die positiven Aspekte von den sozialen Medien?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 16**

When your teacher asks you, read aloud the following text **in German**.

In den kalten Wintertagen träumen wir von einem Urlaub.

Es ist gut, die Arbeit oder die Schule zu vergessen.

Junge Leute freuen sich auf den Strand, wo man sich entspannen kann.

Eine andere Möglichkeit ist, in die Schweiz zu reisen.

Dort kann man in den Bergen wandern und die deutsche Sprache üben.

You will then be asked four questions **in German** that relate to the topic of **Travel and tourism, including places of interest**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 16

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du den Winter?
- Mit wem verbringst du gern Zeit in den Ferien?
- Was machst du in den Ferien zu Hause?
- Was gibt es für Touristen in deiner Gegend?

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 17**

When your teacher asks you, read aloud the following text **in German**.

Die meisten Leute mögen das Internet.

Ich benutze regelmäßig Technologie.

Simsen gefällt mir ganz gut, weil es so schnell ist.

Leider gibt es auch Probleme, die sehr gefährlich für junge Leute sind.

Meine Eltern verstehen die sozialen Medien nicht.

Aber meine Oma benutzt einen Computer, um die Nachrichten zu hören.

You will then be asked four questions **in German** that relate to the topic of **Media and technology**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER

TEACHER'S ROLE

Reading aloud Task 17

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Wie findest du das Internet?
- Wie benutzt du einen Computer?
- Was sind die positiven Aspekte von einem Handy?
- Sag mir etwas über einen guten Film.

HIGHER TIER**CANDIDATE'S CARD****Reading aloud Task 18**

When your teacher asks you, read aloud the following text **in German**.

Meine Stadt liegt an der Küste in Norddeutschland.

Das Leben ist gut für alle Leute, jung und alt.

Man kann einen schönen Tag am Strand verbringen oder in die Geschäfte gehen.

Leider ist der Verkehr ein großes Problem.

Um der Umwelt zu helfen, sollte man weniger mit dem Auto fahren.

You will then be asked four questions **in German** that relate to the topic of **The environment and where people live**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

HIGHER TIER**TEACHER'S ROLE****Reading aloud Task 18**

This part of the test is recommended to last between **three and three and a half minutes**. This includes the reading aloud of the text and the four questions below.

After the role play is finished, ask the candidate to read the text, by saying *Lies mir den Text vor*.

Allow the candidate to read aloud the text and then ask the following four questions. You must ask the candidate these questions as they are printed here **without any changes**.

- Was gibt es in deiner Stadt zu sehen?
- Sag mir etwas über die Geschäfte hier.
- Was machst du, wenn es sonnig ist?
- Was kann man zu Hause machen, um der Umwelt zu helfen?

Part 3 – Photo cards

FOUNDATION TIER

Card A Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card A Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card B Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card B Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card C Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



FOUNDATION TIER

Card C Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card D Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card D Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card E Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card E Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card F Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



FOUNDATION TIER

Card F Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER**Card G Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say **at least one thing about each photo**.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card G Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER

Card H Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card H Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

FOUNDATION TIER

Card I Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one minute**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



FOUNDATION TIER

Card I Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Foundation tier, the recommended time is approximately **one minute**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **three and four minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one minute, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Foundation tier, Part 3 of the test is recommended to last in total **between four and five minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER

Card J Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card J Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card K Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card K Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER

Card L Candidate's Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. You must say at least one thing about each photo.
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

Photo 1



Photo 2



HIGHER TIER

Card L Teacher's Notes

Theme: People and lifestyle

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **People and lifestyle**. This can include **any or all** of the prescribed topics:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card M Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER

Card M Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card N Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER

Card N Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card O Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

Photo 1



Photo 2



HIGHER TIER

Card O Teacher's Notes

Theme: Popular culture

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Popular culture**. This can include **any or all** of the prescribed topics:

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card P Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card P Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card Q Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card Q Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

HIGHER TIER**Card R Candidate's Photo card**

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

Photo 1



Photo 2



HIGHER TIER

Card R Teacher's Notes

Theme: Communication and the world around us

The candidate is given a card containing two photos from the same topic and makes notes on them in the preparation period.

You ask the candidate to talk about the photos. At Higher tier, the recommended time is approximately **one and a half minutes**. The candidate must say at least one thing about each photo. You then have an unprepared conversation which is recommended to last between **four and a half and five and a half minutes**.

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

You begin by asking the candidate to tell you about the photos.

- Sag mir etwas über die Fotos.

When the candidate has finished talking about the photos for approximately one and a half minutes, you have a conversation within the theme of **Communication and the world around us**. This can include **any or all** of the prescribed topics:

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live

At Higher tier, Part 3 of the test is recommended to last in total **between six and seven minutes**. This includes the description of the photos and the unprepared conversation.

Please see pages 112-113 for guidance on questioning technique.

Guidance for teacher-examiners on questioning technique for the Photo card unprepared conversation

In order to score well for AO1, students need to:

- convey as much information as they can
- develop their answers wherever possible
- produce language which is clearly understandable.

As a teacher-examiner, your aim in this part of the test should be to encourage every student to reach their potential. To facilitate this, you need to decide, as the test is progressing, which questions and potentially which aspects of the topics within the theme will elicit the best performance from each student. Higher attaining students may be able to sustain a longer and more developed conversation on a particular topic or aspect of a topic, whereas lower attaining students may need to be asked questions from more topics in order to maintain the conversation for the recommended amount of time for the tier.

All students are different and therefore you should adopt the practice of proceeding through the unprepared conversation based on what the student says, rather than using a pre-set list of questions. You should decide which questions to ask next and how to develop the conversation further by listening carefully to the responses the student has given and by asking appropriate follow-up questions. The student should be given the chance to sustain the conversation as much as possible. The more you speak, the less time will remain for the student to do so. You should consider carefully the type and length of questions you ask.

There are essentially two different types of question: closed and open. Closed questions will elicit short responses such as 'yes', 'no' or a one-word or one-phrase answer (see examples below), while open questions will elicit longer and more developed responses (see examples below).

If it is clear that a student has not understood a question, you may rephrase or simplify the question in order to accommodate the student's response or lack of response. However, if it is apparent that the question has not been understood, it is usually unwise to repeat it more than once since this could waste time and impact on the student's confidence. In this case, it is important that you help the student to continue the conversation. This may mean moving to another more accessible question or even on to another topic within the prescribed theme.

In order to encourage development of a student's response, short prompts can be used eg *Warum?*, *Warum nicht?*. Lower attaining students are likely to require more frequent prompting in order to sustain the conversation.

When asking questions, you should try to give each student the opportunity to develop their answers, bearing in mind their ability. Students will often feel comfortable when beginning to talk about a different topic area if they are asked '*Sag mir etwas über ...*' or '*Beschreib ...*' as this will enable them to use the vocabulary and structures with which they are comfortable. Open questions will enable students to give more information and to provide longer answers, for example:

- *Sag mir etwas über dein Dorf / deine Stadt.*
- *Was sind die positiven und die negativen Aspekte vom Internet?*
- *Wie findest du deine Schule?*
- *Wie findest du die sozialen Medien?*
- *Beschreib deinen Lieblingsstar.*

- *Sag mir etwas über dein Lieblingsfest.*
- *Welche Umweltprobleme gibt es in deiner Region?*

More closed questions can be useful for maintaining the flow of the conversation and may often be more helpful for lower attaining students. These may be followed by follow-up questions once the student has provided an initial response. For example:

- *Magst du Fußball?* (student replies *Ja / Nein*) ... *Warum (nicht)?*
- *Wann gehst du mit deinen Freunden aus?* (student replies *Am Wochenende*) ... *Wohin geht ihr?*
- *Wie viele Schüler gibt es in deiner Deutschklasse?* (student replies *Fünfundzwanzig*) ... *Sind sie nett?*
- *Was ist dein Lieblingsfilm?* (student names a film) ... *Warum magst du diesen Film?*
- *Was hast du lieber – Englisch oder Mathe?* (student chooses one of them) ... *Warum?*
- *Wo wohnst du?* (student says *Manchester*) ... *Sag mir etwas über / Beschreib Manchester.*
- *Glaubst du, dass es wichtig ist, auf die Universität zu gehen?* (student replies *Ja / Nein*) ... *Warum (nicht)?*

It is important to adjust your questions to the ability of each student. Asking questions that are likely to need more complex language in the answer may be suitable for higher attaining students, but they may lead to a lack of clarity for those whose linguistic skills are more limited. This will have a bearing on the marks for both AO1 and AO3.

In order to score well for AO3, students need to:

- vary the vocabulary and structures as much as they are able to
- use language accurately.

Students will often use the verb which appears in the question that they are asked, so try to vary the verb used in more common question types. For example:

- *Was machst du gern? / Was machst du lieber?*
- *Was willst du machen? / Was möchtest du machen?*
- *Glaubst du...? / Findest du...? / Deiner Meinung nach...?*

GCSE German Speaking Test Sequence Chart – Foundation tier

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

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

Candidate Order	Role-play	Reading aloud task	Photo card
1	8	1	D
2	9	5	B
3	1	2	H
4	5	6	I
5	1	9	D
6	2	7	F
7	6	4	C
8	4	3	G
9	8	9	B
10	2	8	E
11	8	5	A
12	3	6	I
13	5	7	C
14	4	3	H
15	6	4	I
16	9	1	F
17	7	6	C
18	5	8	A
19	7	1	G
20	3	2	E

GCSE German Speaking Test Sequence Chart – Higher tier

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

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

Candidate order	Role-play	Reading aloud task	Photo card
1	17	12	M
2	14	17	J
3	10	11	Q
4	14	16	K
5	10	18	M
6	11	16	O
7	15	13	R
8	16	10	M
9	17	18	K
10	11	17	N
11	17	14	L
12	18	15	J
13	12	11	P
14	13	14	Q
15	14	13	R
16	18	10	O
17	16	15	J
18	18	14	L
19	13	15	P
20	12	11	N

Appendix: Examples of candidate instructions for each part of the task

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GCSE GERMAN

Foundation tier

Paper 2 Speaking

F

Sample assessment material

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 7 and 9 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Role-play

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

F

Foundation tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

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- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately two to two and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Reading aloud task

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

F

Foundation tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 7-9 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
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- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately four to five minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.

GCSE GERMAN

H

Higher tier

Paper 2 Speaking

Sample assessment material

Candidate's material – Photo card

To be conducted by the teacher-examiner between XX April and XX May 2026

Time allowed: 10-12 minutes (+ 15 minutes' supervised preparation time)

Instructions

You must **not** use a dictionary at any time.

Supervised preparation time (15 minutes)

- Prepare the Role-play, Reading aloud task and the Photo card.
- You may make as many notes as you wish on an Additional Answer Sheet to use during the test, but **you must not write on any of the cards.**
- You must **not** read your Reading aloud task out loud during the preparation time. You may write out the text as part of your notes if you wish and use this version during the test.
- You may refer to your notes at any time during the test.

The test (between 10 and 12 minutes)

- Your first task is the Role-play (approximately one to one and a half minutes).
- Your second task is the Reading aloud text and short conversation (approximately three to three and a half minutes in total).
- Your third task is the Photo card which has two photos. You will be asked to describe the photos and then have a conversation (approximately six to seven minutes in total).
- You must hand all of the cards and your notes to your teacher at the end of the speaking test.