

## GCSE GERMAN

# F+H

Foundation and Higher Paper 2 Speaking

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June 2018

### Teacher's Booklet

- To be conducted by the teacher-examiner.
- Time allowed: 7–9 minutes at Foundation (+12 minutes' supervised preparation time)  
10–12 minutes at Higher (+12 minutes' supervised preparation time)

### Instructions

- During the preparation time candidates are required to prepare **one** Role-play and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in German, 'Is there anything you want to ask me?'

### Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. This General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3–5 minutes at Foundation; 5–7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education  
June 2018

**German**  
**Speaking Test**  
**Teacher's Booklet**

**Contents**

**Part 1**

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

**Part 2**

Photo cards (Foundation Tier) (A–I)  
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**Part 3**

Suggested questions for General Conversation

**There are no questions printed on this page**

**Turn over ►**

**Part 1****ROLE-PLAY 1****Candidate's role****Instructions to candidates**

Your teacher will play the part of the taxi company employee and will speak first.

You should address the taxi company employee as *Sie*.

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

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

Sie sind in Deutschland und möchten ein Taxi bestellen. Sie telefonieren mit der Taxifirma.

- Taxi für Sie – um wie viel Uhr.
- Wohin.
- Wie viele Personen.
- **!**
- **?** Fahrpreis.

## ROLE-PLAY 1

### Teacher's role

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

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

**Introductory text:** *Sie sind in Deutschland und telefonieren mit einer Taxifirma. Ich bin der Angestellte / die Angestellte.*

- 1 Greet the candidate.

*Taxifirma Neuer. Guten Morgen.*

- 2 Allow the candidate to say when he/she wants a taxi.  
Ask the candidate where he/she wants to travel to.

*Kein Problem. Wohin wollen Sie fahren?*

- 3 Allow the candidate to say where he/she wants to travel to.  
Ask the candidate about the number of people.

*Und wie viele Personen sind das?*

- 4 Allow the candidate to say how many people.  
**!** Ask the candidate where he/she is at the moment. (Elicit **one** detail).

*Und wo sind Sie im Moment?*

- 5 Allow the candidate to give one detail about his/her current location.

*Alles klar.*

- ?** Allow the candidate to ask you about the cost of the journey.

*(Give an appropriate answer).*

Turn over ►

## ROLE-PLAY 2

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem deutschen Freund / deiner deutschen Freundin über die sozialen Medien.

- Deine Meinung über die sozialen Medien (**ein** Detail).
- Du online – **eine** Aktivität.
- **!**
- Facebook – seit wann.
- **?** Internet.

## ROLE-PLAY 2

### Teacher's role

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

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

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

- 1 Ask the candidate what he / she thinks about social media. (Elicit **one** opinion).

*Wie findest du die sozialen Medien?*

- 2 Allow the candidate to give one opinion about social media.  
Ask the candidate what he/she does online. (Elicit **one** activity).

*Und was machst du online?*

- 3 Allow the candidate to say one activity that he/she does online.  
**!** Ask the candidate how often he/she uses a computer.

*Wie oft benutzt du einen Computer?*

- 4 Allow the candidate to say how often he/she uses a computer.  
Ask the candidate how long he/she has been on Facebook.

*Seit wann bist du auf Facebook?*

- 5 Allow the candidate to say how long he/she has been on Facebook.

*Interessant.*

- ?** Allow the candidate to ask you a question about the internet.

*(Give an appropriate answer)*

Turn over ►

## ROLE-PLAY 3

### Candidate's role

#### Instructions to candidates

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

You should address your exchange partner as *du*.

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

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

Du sprichst mit deinem Austauschpartner / deiner Austauschpartnerin aus Deutschland über deine Schulfächer und die Zukunft.

- Deine Meinung über Sport (**ein** Detail).
- Erdkunde – wie oft.
- Deine Noten in Englisch.
- **!**
- **?** Nächstes Jahr.



## ROLE-PLAY 3

### Teacher's role

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

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

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

- 1            Ask the candidate what he/she thinks about PE. (Elicit **one** detail).  
  
*Wie findest du Sport?*
- 2            Allow the candidate to say what he/she thinks about PE.  
Ask the candidate how often he/she has geography.  
  
*Wie oft lernst du Erdkunde?*
- 3            Allow the candidate to say how often he/she has geography.  
Ask the candidate about his/her marks in English.  
  
*Wie sind deine Noten in Englisch?*
- 4            Allow the candidate to say how his/her marks are in English.  
**!** Ask the candidate what he/she thinks about his/her English teacher. (Elicit **one** opinion).  
  
*Wie findest du deinen Englischlehrer oder deine Englischlehrerin?*
- 5            Allow the candidate to give one opinion about his/her English teacher.  
  
*Interessant*
- ?**            Allow the candidate to ask you a question about next year.  
  
*(Give an appropriate answer)*

**Turn over ►**

## ROLE-PLAY 4

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the waiter/waitress and will speak first.

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

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

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

Sie sind in einem Restaurant in Deutschland. Sie sprechen mit dem Kellner / der Kellnerin.

- Ihr Tisch – für wie viele Personen.
- Speisekarte für Sie.
- Etwas zu essen für Sie (**zwei** Details).
- **!**
- **?** Rechnung.

## ROLE-PLAY 4

### Teacher's role

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

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

**Introductory text:** *Sie sind in einem Restaurant in Deutschland. Ich bin der Kellner / die Kellnerin.*

- 1            Ask the candidate if you can help.  
*Kann ich Ihnen helfen?*
  
- 2            Allow the candidate to say that he/she wants a table and for how many people.  
Tell the candidate you have a table in the corner.  
*Hier, in der Ecke.*
  
- 3            Allow the candidate to say that he/she would like a menu. Ask what he/she would like to eat. (Elicit **two** details).  
*Bitte schön. Was möchten Sie essen?*
  
- 4            Allow the candidate to give two details about what he/she would like to eat.  
**!** Ask the candidate what he/she thinks about the food. (Elicit **one** opinion).  
*Wie finden Sie das Essen?*
  
- 5            Allow the candidate to give an opinion about the food.  
*Okay.*
  
- ?**          Allow the candidate to ask to pay.  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 5

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem Freund / deiner Freundin aus der Schweiz über dein Haus.

- Dein Haus – wo (**zwei** Details).
- **!**
- Dein Lieblingszimmer – warum (**ein** Detail).
- Deine Meinung über die Nachbarn (**ein** Detail).
- **?** Garten.

## ROLE-PLAY 5

### Teacher's role

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

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

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

- 1 Ask the candidate where his/her house is. (Elicit **two** details).  
*Also, wo liegt dein Haus?*
  - 2 **!** Allow the candidate to give two details about the location of his/her house.  
Ask the candidate how long he/she has lived in the house.  
*Seit wann wohnst du in dem Haus?*
  - 3 Allow the candidate to say how long he/she has lived in the house.  
Ask the candidate what his/her favourite room is and why. (Elicit **one** reason).  
*Was ist dein Lieblingszimmer? ... Warum?*
  - 4 Allow the candidate to say what his/her favourite room is and give one reason why.  
Ask the candidate what he/she thinks about the neighbours. (Elicit **one** opinion).  
*Wie findest du deine Nachbarn?*
  - 5 Allow the candidate to give one opinion about the neighbours.  
*Interessant.*
- ?** Allow the candidate to ask you about a garden.  
*(Give an appropriate answer).*

Turn over ►

## ROLE-PLAY 6

### Candidate's role

#### Instructions to candidates

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

You should address your exchange partner as *du*.

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

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

Du sprichst mit deinem Austauschpartner / deiner Austauschpartnerin aus Österreich über die Schule.

- Deine Schuluniform – was (**zwei** Details).
- Die erste Stunde – wann.
- **!**
- Deine Meinung über die Lehrer (**ein** Detail).
- **?** Musik in der Schule.

## ROLE-PLAY 6

### Teacher's role

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

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

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

- 1            Ask the candidate what he/she wears for school uniform. (Elicit **two** details).  
  
*Was trägst du in der Schule?*
  - 2            Allow the candidate to give two details about what he/she wears to school.  
Ask the candidate when the first lesson starts.  
  
*Wann beginnt die erste Stunde?*
  - 3            Allow the candidate to say when the first lesson starts.  
**!** Ask the candidate what his/her favourite day is at school.  
  
*Und was ist dein Lieblingstag in der Schule?*
  - 4            Allow the candidate to state his/her favourite day at school.  
Ask the candidate what he/she thinks about his/her teachers. (Elicit **one** opinion).  
  
*Und wie findest du die Lehrer?*
  - 5            Allow the candidate to give one opinion about his/her teachers.  
  
*Interessant.*
- ?** Allow the candidate to ask you a question about music at school.  
  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 7

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the personal trainer and will speak first.

You should address the personal trainer as *Sie*.

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

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

Sie sind in einem Sportzentrum in Österreich. Sie sprechen mit dem Fitnesstrainer / der Fitnesstrainerin.

- Ihre Fitness (**ein** Detail).
- Sport – wie oft.
- **!**
- Ihre Meinung über das Sportzentrum (**ein** Detail).
- **?** Duschen.



## ROLE-PLAY 7

### Teacher's role

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

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

**Introductory text:** *Sie sind in einem Sportzentrum in Österreich. Ich bin der Fitnesstrainer / die Fitnesstrainerin.*

- 1            Ask the candidate to tell you something about his/her fitness. (Elicit **one** detail).

*Also, sagen Sie mir etwas über Ihre Fitness.*

- 2            Allow the candidate to say one thing about his/her fitness.  
Ask the candidate how often he/she does sport.

*Wie oft machen Sie Sport?*

- 3            Allow the candidate to say how often he/she does sport.  
**!** Ask the candidate what he/she does that is unhealthy. (Elicit **one** activity).

*Und was machen Sie, was ungesund ist?*

- 4            Allow the candidate to state one unhealthy activity that he/she does.  
Ask the candidate what he/she thinks of the sports centre. (Elicit **one** opinion).

*Wie finden Sie hier das Sportzentrum?*

- 5            Allow the candidate to give one opinion about the sports centre.

*Okay.*

- ?** Allow the candidate to ask you about showering.

*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 8

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem deutschen Freund / deiner deutschen Freundin über die Schule und Arbeit.

- Deine Schulfächer (**ein** Detail).
- Pläne für nächstes Jahr (**ein** Detail).
- Ein Beruf für dich – was.
- **!**
- **?** Teilzeitjob.

## ROLE-PLAY 8

### Teacher's role

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

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

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

- 1            Ask the candidate to say something about his/her school subjects. (Elicit **one** detail).  
  
*Sag mir etwas über deine Schulfächer.*
  
- 2            Allow the candidate to give one detail about his/her school subjects.  
Ask the candidate what he/she is doing next year. (Elicit **one** plan).  
  
*Interessant. Und was machst du nächstes Jahr?*
  
- 3            Allow the candidate to state one plan for next year. Ask the candidate what he/she would like to do as a job.  
  
*Und was willst du als Beruf machen?*
  
- 4            Allow the candidate to say what he/she wants to do as a job.  
Ask the candidate in which country he/she wants to work.  
  
**!** *Und in welchem Land willst du arbeiten?*
  
- 5            Allow the candidate to say in which country he/she wants to work.  
  
*Toll.*
  
- ?**          Allow the candidate to ask you a question about a part time job.  
  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 9

### Candidate's role

#### Instructions to candidates

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

You should address the shop assistant as *Sie*.

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

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

Sie sind in einem Geschäft in Deutschland. Sie sprechen mit dem Verkäufer / der Verkäuferin.

- Ein Handy für Sie.
- **!**
- **?** Preis.
- Sie simsen – wie oft.
- Handys – **ein** Nachteil.

## ROLE-PLAY 9

### Teacher's role

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

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

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

- 1            Ask the candidate if you can help.

*Kann ich Ihnen helfen?*

- 2            Allow the candidate to say that he/she wants a mobile phone.

!            Ask the candidate what colour he/she would like.

*Und welche Farbe möchten Sie?*

- 3            Allow the candidate to say what colour he/she would like.

*Das haben wir.*

?            Allow the candidate to ask how much the mobile phone costs.

*Sechszwanzig Euro pro Monat.*

- 4            Ask the candidate how often he/she sends texts.

*Wie oft simsen Sie?*

- 5            Allow the candidate to say how often he/she texts.  
Ask the candidate about a disadvantage of mobile phones. (Elicit **one** detail).

*Und gibt es einen Nachteil von Handys?*

Allow the candidate to give one disadvantage of mobile phones.

*Das denke ich auch.*

**Turn over ►**

## ROLE-PLAY 10

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem deutschen Freund / deiner deutschen Freundin über Probleme in der Schule.

- **Ein** Problem für Schüler heutzutage – was.
- Mobbing in deiner Schule (**ein** Detail).
- Eine schlechte Erfahrung letztes Jahr in der Schule (**ein** Detail).
- **!**
- **?** Schulstress.

## ROLE-PLAY 10

### Teacher's role

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

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

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

- 1            Ask the candidate to tell you about **one** problem for pupils these days.  
  
*Also, sag mir etwas über ein Problem für Schüler heutzutage.*
- 2            Allow the candidate to state one problem for pupils.  
Ask the candidate about bullying at his/her school. (Elicit **one** detail).  
  
*Und wie ist es mit Mobbing in deiner Schule?*
- 3            Allow the candidate to give one detail about bullying at his/her school.  
Ask the candidate about a previous bad experience at school. (Elicit **one** detail).  
  
*Sag mir etwas über eine schlechte Erfahrung im letzten Schuljahr.*
- 4            Allow the candidate to give one detail about a previous bad experience at school.  
**!** Ask the candidate what he/she does when having a problem with homework.  
  
*Was machst du, wenn du ein Problem mit Hausaufgaben hast?*
- 5            Allow the candidate to say what he/she does when having a problem with homework.  
  
*Gute Idee.*
- ?**            Allow the candidate to ask you about stress at school.  
  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 11

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the stadium employee and will speak first.

You should address the stadium employee as *Sie*.

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

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

Sie sind an der Kasse in einem Stadion in Deutschland. Sie sprechen mit dem Angestellten / der Angestellten.

- Karten – für was und wann.
- **!**
- **?** Ermäßigung für Studenten.
- Ihr letzter Besuch im Stadion (**zwei** Details).
- Ihre Meinung über Live Sport und warum (**ein** Detail).



## ROLE-PLAY 11

### Teacher's role

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

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

**Introductory text:** *Sie sprechen mit einem Angestellten / einer Angestellten in einem Stadion in Deutschland. Ich bin der / die Angestellte.*

- 1            Ask the candidate if you can help.  
*Kann ich Ihnen helfen?*
  
- 2            Allow the candidate to say what tickets he/she wants and for when.  
!            Ask the candidate how many adults and children there are.  
*Für wie viele Erwachsene und für wie viele Kinder?*
  
- 3            Allow the candidate to say how many adult tickets and how many children's tickets.  
*Alles klar.*
  
- 4            ?            Allow the candidate to ask about reductions for students.  
                 Ask the candidate about his/her last visit to a stadium. Elicit **two** details.  
*Die Karten für Studenten kosten 10 Euro. Wie war Ihr letzter Besuch im Stadion?*
  
- 5            Allow the candidate to give two details about his/her last visit to a stadium.  
                 Ask the candidate what he/she thinks about live sport and why. (Elicit **one** reason).  
*Und wie finden Sie Live Sport? ... Warum?*  
  
Allow the candidate to give one explained opinion about live sport.  
*(Give an appropriate answer)*

**Turn over ►**

## ROLE-PLAY 12

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem Freund / deiner Freundin aus der Schweiz über Gesundheit.

- Gesundheit der Leute heutzutage.
- Deine Ernährung (**zwei** Details).
- Letzte Woche für deine Fitness – **eine** Aktivität.
- **!**
- **?** Gesünder leben.

## ROLE-PLAY 12

### Teacher's role

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

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

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

- 1            Ask the candidate about people's health nowadays.  
  
*Also, wie ist es mit der Gesundheit der Leute heutzutage?*
- 2            Allow the candidate to say how healthy people are these days.  
Ask the candidate about his/her diet. (Elicit **two** details).  
  
*Und wie ist deine Ernährung?*
- 3            Allow the candidate to give two details about his/her diet.  
Ask the candidate what fitness activity he/she did last week. (Elicit **one** activity).  
  
*Was hast du letzte Woche für deine Fitness getan?*
- 4            Allow the candidate to say one fitness activity he/she did last week.  
**!** Ask the candidate what his/her friends do to stay healthy. (Elicit **one** detail).  
  
*Was machen deine Freunde, um gesund zu bleiben?*
- 5            Allow the candidate to give one detail about what his/her friends do to stay healthy.  
  
*Meine Freunde sind sehr faul.*
- ?**          Allow the candidate to ask you about living more healthily.  
  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 13

### Candidate's role

#### Instructions to candidates

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

You should address your exchange partner as *du*.

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

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

Du sprichst mit deinem Austauschpartner / deiner Austauschpartnerin aus Österreich über deine Familie und Beziehungen.

- Deine Beziehung zu deiner Familie und warum (**ein** Detail).
- **!**
- **Ein** Problem in deiner Familie.
- Letzte Woche – **eine** Aktivität mit deiner Familie.
- **?** Heiraten – wann.

## ROLE-PLAY 13

### Teacher's role

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

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

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

- 1            Ask the candidate how he/she gets on with his/her family and why. (Elicit **one** reason).  
*Wie ist deine Beziehung zu deiner Familie? ... Warum?*
- 2            Allow the candidate to say how he/she gets on with his/her family and one reason why.  
**!** Ask the candidate to describe a family member. (Elicit **two** details).  
*Beschreib ein Familienmitglied.*
- 3            Allow the candidate to give two details describing a family member.  
Ask the candidate about problems in the family. (Elicit **one** problem).  
*Und gibt es Probleme in deiner Familie?*
- 4            Allow the candidate to state one problem in the family.  
Ask the candidate about what he/she did with his/her family last week. (Elicit **one** activity).  
*Und was hast du letzte Woche mit deiner Familie gemacht?*
- 5            Allow the candidate to say one activity he/she did with his/her family last week.  
*Interessant.*
- ?** Allow the candidate to ask a question about marriage and when.  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 14

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the tourist office employee and will speak first.

You should address the tourist office employee as *Sie*.

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

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

Sie sind in einer Touristeninformation in Deutschland. Sie sprechen mit dem Angestellten / der Angestellten.

- Ein Ausflug für Sie – wann.
- Wohin und warum.
- Ihr Essen für den Tag (**zwei** Details).
- **?** Zurückkommen.
- **!**

## ROLE-PLAY 14

### Teacher's role

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

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

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

- 1 Greet the candidate and ask if you can help.

*Guten Tag. Kann ich Ihnen helfen?*

- 2 Allow the candidate to say when he/she wants to go on a trip.  
Ask the candidate where he/she wants to go and why. (Elicit **one** reason).

*Wohin wollen Sie fahren? ... Warum?*

- 3 Allow the candidate to say where he/she wants to go and one reason why.  
Ask the candidate about his/her eating plans. (Elicit **two** details).

*Und wie ist es mit dem Essen?*

- 4 Allow the candidate to give two details about his/her eating plans.

*Alles klar.*

- ? Allow the candidate to ask you about coming back.

*(Give an appropriate answer).*

- 5 ! Ask the candidate how often he/she comes to Germany and where his/her favourite place is.

*Wie oft kommen Sie nach Deutschland? Und wo ist hier Ihr Lieblingsort?*

Allow the candidate to say often he/she comes to Germany and his/her favourite place.

*Interessant.*

**Turn over ►**

## ROLE-PLAY 15

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the company boss and will speak first.

You should address the company boss as *Sie*.

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

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

Sie möchten in Deutschland arbeiten. Sie telefonieren mit dem Chef / der Chefin einer deutschen Firma.

- Mit der Arbeit beginnen – wann.
- Warum bei dieser Firma arbeiten (**ein** Detail).
- **!**
- Ihr letzter Job (**zwei** Details).
- **?** Lohn.



## ROLE-PLAY 15

### Teacher's role

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

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

**Introductory text:** *Sie telefonieren mit einer deutschen Firma. Ich bin der Chef / die Chefin.*

- 1 Ask the candidate when he/she can start work.  
*Also, wann können Sie mit der Arbeit beginnen?*
  - 2 Allow the candidate to say when he/she can start work.  
Ask the candidate why he/she wants to work for the company. (Elicit **one** detail).  
*Und warum wollen Sie bei unserer Firma arbeiten?*
  - 3 Allow the candidate to say why he/she wants to work for the company.  
**!** Ask the candidate where he/she will live if he/she gets the job.  
*Alles klar. Und, wenn Sie den Job bekommen, wo werden Sie wohnen?*
  - 4 Allow the candidate to say where he/she will live.  
Ask the candidate to tell you about his/her last job. (Elicit **two** details).  
*Sagen Sie mir jetzt etwas über Ihren letzten Job.*
  - 5 Allow the candidate to give two details about his/her last job.  
*Interessant.*
- ?** Allow the candidate to ask you a question about the wage.  
*(Give an appropriate answer)*

Turn over ►

## ROLE-PLAY 16

### Candidate's role

#### Instructions to candidates

Your teacher will play the part of the flat owner and will speak first.

You should address the flat owner as *Sie*.

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

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

Sie wohnen in Österreich und möchten eine Wohnung mieten. Sie sprechen mit dem Besitzer / der Besitzerin.

- Diese Wohnung – warum (**ein** Detail).
- In die Wohnung umziehen – wann.
- **Ein** Problem mit der Wohnung.
- **?** Die Miete.
- **!**

## ROLE-PLAY 16

### Teacher's role

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

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

**Introductory text:** *Sie sprechen mit dem Besitzer / der Besitzerin einer Wohnung in Österreich. Ich bin der Besitzer / die Besitzerin.*

- 1            Ask the candidate why he/she wants this flat. (Elicit **one** detail).  
  
*Also, warum wollen Sie diese Wohnung?*
- 2            Allow the candidate to give one reason for wanting this flat.  
Ask the candidate about moving in.  
  
*Und wie ist es mit dem Umziehen?*
- 3            Allow the candidate to say when he/she will move in.  
Ask the candidate if there is any problem with the flat. (Elicit **one** problem).  
  
*Gibt es irgendein Problem mit der Wohnung?*
- 4            Allow the candidate to state one problem with the flat.  
  
*Es tut mir leid.*
- ?        Allow the candidate to ask you a question about the rent.  
  
*(Give an appropriate response).*
- 5            !    Ask the candidate how he/she earns his/her money in Austria.  
  
*Wie verdienen Sie Ihr Geld hier in Österreich?*  
  
Allow the candidate to say how he/she earns money.  
  
*Interessant.*

**Turn over ►**

## ROLE-PLAY 17

### Candidate's role

#### Instructions to candidates

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

You should address your exchange partner as *du*.

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

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

Du sprichst mit deinem Austauschpartner / deiner Austauschpartnerin aus Deutschland über Fernsehen und Kino.

- Deine Meinung über Dokumentarsendungen und warum (**ein** Detail).
- Fernsehen gestern Abend (**zwei** Details).
- **!**
- Kino – **ein** Nachteil.
- **?** Filme.

## ROLE-PLAY 17

### Teacher's role

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

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

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

- 1            Ask the candidate what he/she thinks about documentaries and why. (Elicit **one** reason).  
*Wie findest du Dokumentarsendungen? ... Warum (nicht)?*
- 2            Allow the candidate to say what he/she thinks about documentaries and one reason why. Ask the candidate about television yesterday evening. (Elicit **two** details).  
*Und wie war es gestern Abend mit dem Fernsehen?*
- 3            Allow the candidate to give two details about television yesterday evening.  
!            Ask the candidate how much television is good for children.  
*Wie viel Fernsehen ist gut für Kinder?*
- 4            Allow the candidate to say how much television is good for children. Ask the candidate about a disadvantage of the cinema. (Elicit **one** disadvantage).  
*Was ist ein Nachteil des Kinos?*
- 5            Allow the candidate to give one disadvantage of the cinema.  
*Interessant.*
- ?            Allow the candidate to ask a question about films.  
*(Give an appropriate answer).*

**Turn over ►**

## ROLE-PLAY 18

### Candidate's role

#### Instructions to candidates

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

You should address your friend as *du*.

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

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

Du sprichst mit deinem Freund / deiner Freundin aus der Schweiz über die Schule.

- Die Schule – wie wichtig und warum (**ein** Detail).
- Dein letztes Schulzeugnis (**ein** Detail).
- **!**
- Dein Lieblingslehrer / deine Lieblingslehrerin – warum (**zwei** Details).
- **?** Sitzen bleiben.

## ROLE-PLAY 18

### Teacher's role

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

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

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

- 1            Ask the candidate how important school is and why. (Elicit **one** reason).  
  
*Also, wie wichtig ist dir die Schule? ... Warum?*
- 2            Allow the candidate to say how important school is and one reason why.  
Ask the candidate about his/her last school report. (Elicit **one** detail).  
  
*Sag mir etwas über dein letztes Schulzeugnis.*
- 3            Allow the candidate to give one detail about his/her last school report.  
**!** Ask the candidate what he/she can do in order to get better grades. (Elicit **one** detail).  
  
*Was kannst du machen, um bessere Noten zu bekommen?*
- 4            Allow the candidate to give one detail about how to get better grades.  
Ask the candidate who his/her favourite teacher is and why. (Elicit **two** reasons).  
  
*Wer ist dein Lieblingslehrer oder deine Lieblingslehrerin? ... Warum?*
- 5            Allow the candidate to give two reasons for a teacher being his/her favourite.  
  
*Interessant.*
- ?** Allow the candidate to ask you a question about repeating the school year.  
  
*(Give an appropriate answer).*

**Turn over ►**

**Part 2****CARD A****Candidate's photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



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

- Was gibt es auf dem Foto?
- Wo ist ein guter Ort zum Heiraten? ... Warum?
- Wirst du in der Zukunft heiraten? ... Warum (nicht)?



**CARD A****Teacher's Notes**

**Theme: Identity and culture**

**Topic: Me, my family and friends**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wo ist ein guter Ort zum Heiraten? ... Warum?
- Wirst du in der Zukunft heiraten? ... Warum (nicht)?
- Wie findest du deine Familie?
- Was machst du gern mit deiner Familie zusammen?

**Part 3 – General Conversation**

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

Themes for the General Conversation

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

**Remember**

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

**Turn over ►**

## CARD B

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



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

- Was gibt es auf dem Foto?
- Isst du gern Fastfood? ... Warum (nicht)?
- Was hast du gestern Abend gegessen?

**CARD B****Teacher's Notes**

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

**Topic: Social issues**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Isst du gern Fastfood? ... Warum (nicht)?
- Was hast du gestern Abend gegessen?
- Was kann man machen, um gesund zu sein?
- Was für Sport treibt deine Familie?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

**Remember**

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

**Turn over ►**

## CARD C

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



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

- Was gibt es auf dem Foto?
- Wie findest du Kunst? ... Warum?
- Was hast du dieses Jahr in der Schule gelernt?

**CARD C****Teacher's Notes**

**Theme: Current and future study and employment**

**Topic: My studies**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Kunst? ... Warum?
- Was hast du dieses Jahr in der Schule gelernt?
- Was ist der beste Tag in der Schule? ... Warum?
- Wie viele Hausaufgaben bekommst du?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

### **Remember**

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

**Turn over ►**

## CARD D

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



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

- Was gibt es auf dem Foto?
- Wie findest du Hotels? ... Warum?
- Wo hast du im letzten Urlaub gewohnt?

**CARD D****Teacher's Notes**

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

**Topic: Travel and tourism**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du Hotels? ... Warum?
- Wo hast du im letzten Urlaub gewohnt?
- Was machst du gern im Urlaub?
- Was ist besser: Urlaub in einer Stadt oder Urlaub auf dem Land? ... Warum?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

**Remember**

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

**Turn over ►**

## CARD E

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



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

- Was gibt es auf dem Foto?
- Was für Technologien benutzt deine Familie zu Hause?
- Wie hast du in letzter Zeit neue Technologien benutzt?



<b>CARD E</b>
<b>Teacher's Notes</b>

**Theme: Identity and culture**

**Topic: Technology in everyday life**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was für Technologien benutzt deine Familie zu Hause?
- Wie hast du in letzter Zeit neue Technologien benutzt?
- Was ist die beste neue Technologie? ... Warum?
- Wie oft spielst du auf der Xbox?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

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

### **Remember**

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

**Turn over ►**

## CARD F

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**.



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

- Was gibt es auf dem Foto?
- Wie findest du die Arbeit in einer Küche?
- Wo möchtest du später arbeiten? ... Warum?

**CARD F****Teacher's Notes**

**Theme: Current and future study and employment**

**Topic: Career choices and ambitions**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du die Arbeit in einer Küche?
- Wo möchtest du später arbeiten? ... Warum?
- Welche Schulfächer sind wichtig für deine Zukunft? ... Warum?
- Was sind deine Eltern von Beruf?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

### **Remember**

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

**Turn over ►**

## CARD G

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- Was gibt es auf dem Foto?
- Sind Autos ein Problem in deiner Stadt? ... Warum (nicht)?
- Was hast du in letzter Zeit für die Umwelt gemacht?

**CARD G****Teacher's Notes**

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

**Topic: Global issues**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Sind Autos ein Problem in deiner Stadt? ... Warum (nicht)?
- Was hast du in letzter Zeit für die Umwelt gemacht?
- Wie kommt man am besten in die Schule? ... Warum?
- Wie sparst du Energie zu Hause?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

**Remember**

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

**Turn over ►**

## CARD H

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time**.



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

- Was gibt es auf dem Foto?
- Spielst du gern ein Instrument? ... Warum (nicht)?
- Welche Musik hast du in letzter Zeit gekauft?

**CARD H****Teacher's Notes**

**Theme: Identity and culture**

**Topic: Free time**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Spielst du gern ein Instrument? ... Warum (nicht)?
- Welche Musik hast du in letzter Zeit gekauft?
- Wie oft gehst du auf Konzerte?
- Beschreib deinen Lieblingssänger oder deine Lieblingssängerin.

**Part 3 – General Conversation**

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

Themes for the General Conversation

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

**Remember**

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

**Turn over ►**

## CARD I

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



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

- Was gibt es auf dem Foto?
- Wie findest du die Pause in der Schule? ... Warum?
- Was hast du dieses Schuljahr in der Pause gemacht?



**CARD I****Teacher's Notes**

**Theme: Current and future study and employment**

**Topic: Life at school/college**

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

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

You begin the conversation by asking the candidate the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findest du die Pause in der Schule? ... Warum?
- Was hast du dieses Schuljahr in der Pause gemacht?
- Was für Kleidung trägst du zur Schule?
- Was darf man in deiner Schule nicht machen?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

**Remember**

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

**Turn over ►**

## CARD J

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



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

- Was gibt es auf dem Foto?
- Wie wichtig ist dir die Ehe?
- Wirst du in der Zukunft Kinder haben? ... Warum (nicht)?

**CARD J****Teacher's Notes**

**Theme: Identity and culture**  
**Topic: Me, my family and friends**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie wichtig ist dir die Ehe?
- Wirst du in der Zukunft Kinder haben? ... Warum (nicht)?
- Wie bist du in letzter Zeit mit deiner Familie ausgekommen?
- Mit wem hast du im Moment eine gute Beziehung? ... Warum?

**Part 3 – General Conversation**

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

Themes for the General Conversation

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

**Remember**

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

**Turn over ►**

## CARD K

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **Social issues**.



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

- Was gibt es auf dem Foto?
- Wie wichtig ist es, gesund zu essen? ... Warum?
- Was hast du heute schon gegessen?

**CARD K****Teacher's Notes**

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

**Topic: Social issues**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie wichtig ist es, gesund zu essen? ... Warum?
- Was hast du heute schon gegessen?
- Welche Probleme gibt es beim Rauchen?
- Was wirst du in der Zukunft machen, um gesund zu sein?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

**Remember**

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

**Turn over ►**

## CARD L

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



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

- Was gibt es auf dem Foto?
- Wie wichtig ist Kunst? ... Warum?
- Was hast du dieses Jahr in der Schulbibliothek gemacht?

**CARD L****Teacher's Notes**

**Theme: Current and future study and employment**

**Topic: My studies**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie wichtig ist Kunst? ... Warum?
- Was hast du dieses Jahr in der Schulbibliothek gemacht?
- Was findest du besser: Fremdsprachen oder Naturwissenschaften? ...Warum?
- Was wirst du nach den Prüfungen machen?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

**Remember**

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

**Turn over ►**

## CARD M

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



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

- Was gibt es auf dem Foto?
- Was ist besser: Urlaub im Hotel oder Urlaub auf einem Campingplatz? ... Warum?
- Wohin bist du in den letzten Ferien gefahren?



**CARD M****Teacher's Notes**

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

**Topic: Travel and tourism**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was ist besser: Urlaub im Hotel oder Urlaub auf einem Campingplatz? ... Warum?
- Wohin bist du in den letzten Ferien gefahren?
- Mit wem möchtest du in Urlaub fahren?
- Machst du lieber Urlaub im Sommer oder im Winter? ... Warum?

**Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

**Remember**

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

**Turn over ►**

## CARD N

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



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

- Was gibt es auf dem Foto?
- Wie findet deine Familie die neuen Technologien?
- Wie wirst du heute noch neue Technologien benutzen?

**CARD N****Teacher's Notes**

**Theme: Identity and culture**

**Topic: Technology in everyday life**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie findet deine Familie die neuen Technologien?
- Wie wirst du heute noch neue Technologien benutzen?
- Wie wichtig ist dir dein Handy? ... Warum?
- Welche sozialen Medien hast du in letzter Zeit benutzt?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

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

### **Remember**

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

**Turn over ►**

## CARD O

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**.



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

- Was gibt es auf dem Foto?
- Möchtest du als Koch / Köchin arbeiten? ... Warum (nicht)?
- Was ist bei einem Job das Wichtigste?

<b>CARD O</b>
<b>Teacher's Notes</b>

**Theme: Current and future study and employment**

**Topic: Career choices and ambitions**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Möchtest du als Koch / Köchin arbeiten? ... Warum (nicht)?
- Was ist bei einem Job das Wichtigste?
- Hast du schon Arbeitserfahrung?
- Wie wichtig ist die Schule für die Zukunft? ... Warum?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

### **Remember**

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

**Turn over ►**

## CARD P

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



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

- Was gibt es auf dem Foto?
- Was für Umweltprobleme gibt es in deiner Region?
- Was hast du in letzter Zeit gemacht, um Energie zu sparen?

<b>CARD P</b>
<b>Teacher's Notes</b>

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

**Topic: Global issues**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Was für Umweltprobleme gibt es in deiner Region?
- Was hast du in letzter Zeit gemacht, um Energie zu sparen?
- Wie wichtig ist es, die Umwelt zu schützen? ... Warum?
- Was könnte man in der Zukunft machen, um die Umwelt zu schützen?

### Part 3 – General Conversation

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

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

### Remember

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

**Turn over ►**

**CARD Q****Candidate's photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time**.



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

- Was gibt es auf dem Foto?
- Wie wichtig ist dir Musik? ... Warum (nicht)?
- Beschreib ein Konzert, das du gesehen hast.



**CARD Q****Teacher's Notes**

**Theme: Identity and culture**

**Topic: Free time**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie wichtig ist dir Musik? ... Warum (nicht)?
- Beschreib ein Konzert, das du gesehen hast.
- Wie viel Geld gibst du für Musik aus?
- Möchtest du Rockstar werden? ... Warum (nicht)?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

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

### **Remember**

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

**Turn over ►**

## CARD R

### Candidate's photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



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

- Was gibt es auf dem Foto?
- Wie lange dauert die ideale Pause in der Schule? ... Warum?
- Wie hast du die letzte Pause verbracht?

<b>CARD R</b>
<b>Teacher's Notes</b>

**Theme: Current and future study and employment**

**Topic: Life at school/college**

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

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

You begin the conversation by asking the first question 'Was gibt es auf dem Foto?' You then ask the remaining four questions in order. No supplementary questions must be asked. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Was gibt es auf dem Foto?
- Wie lange dauert die ideale Pause in der Schule? ... Warum?
- Wie hast du die letzte Pause verbracht?
- Was ist für dich die schlimmste Schulregel? ... Warum?
- Wie wird dein letzter Schultag sein?

### **Part 3 – General Conversation**

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

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

### **Remember**

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

**Turn over ►**

## Part 3 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

### Theme 1: Identity and culture

Was für eine Person bist du?  
Sollte man heiraten? ... Warum (nicht)?  
Wofür benutzt du dein Handy?  
Was machst du zu Hause am Computer?  
Wann hast du zum letzten Mal im Restaurant gegessen?  
Was siehst du gern im Fernsehen?  
Wie findest du Weihnachtsmärkte?  
Welches Fest möchtest du in Deutschland besuchen? ... Warum?

### Theme 2: Local, national, international and global areas of interest

Was gibt es für Jugendliche in deiner Stadt?  
Wie findest du das Wetter in England?  
Was hast du gemacht, um anderen Leuten zu helfen?  
Welche Gesundheitsprobleme gibt es für junge Leute?  
Was macht deine Familie für die Umwelt?  
Was kann man gegen Armut tun?  
Was machst du in den Winterferien?  
Wohin möchtest du in den Urlaub fahren? ... Warum?

### Theme 3: Current and future study and employment

Beschreib deine Schule.  
Was lernst du nicht gern? ... Warum nicht?  
Wie oft bekommst du Hausaufgaben?  
Was hast du letzte Woche in der Pause gemacht?  
Willst du nächstes Jahr an der Schule bleiben? ... Warum (nicht)?  
Wo möchtest du auf der Universität studieren? ... Warum?  
Willst du mit Kindern arbeiten? ... Warum (nicht)?  
Was würdest du machen, wenn du viel Geld hättest?

## GCSE German Speaking Test Sequence Chart – Foundation Tier

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

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

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

**Example 2** – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

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

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

Turn over ►

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

## GCSE German Speaking Test Sequence Chart – Higher Tier

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

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

**Example 1** – Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do Role-play 11, Photo card L and her second Conversation Theme will be Theme 1.

**Example 2** – Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do Role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

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

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	L (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	P (Theme 2)	Theme 1
2	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	Q (Theme 1)	Theme 3
		Theme 3	K (Theme 2)	Theme 1
3	13	Theme 1	M (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	N (Theme 1)	Theme 2
4	16	Theme 1	K (Theme 2)	Theme 3
		Theme 2	L (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
5	18	Theme 1	L (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	P (Theme 2)	Theme 1
6	14	Theme 1	P (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	Q (Theme 1)	Theme 2
7	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
8	17	Theme 1	O (Theme 3)	Theme 2
		Theme 2	N (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1

Turn over ►

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

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