

Sample Assessment Materials

Edexcel GCSE in German (3GN0S) (3GN0W) (2GN01)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



Deutsch

Welcome to the GCSE 2009 in German Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow and encourage all students to achieve their full potential.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students that students can undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students to do their best.

Our GCSE 2009 German qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname					Other names				
Centre Number					Candidate Number				
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>					<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>				

Edexcel GCSE

German

Paper 1F: Listening and understanding in German

Foundation Tier

Sample Assessment Material Time: 25 minutes and 5 minutes reading	Paper Reference 5GN01/1F
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You do not need any other materials.

Total Marks

Instructions

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

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

N35720A

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3/3



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 advancing learning, changing lives

In town


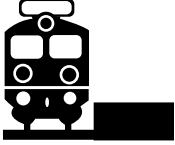
Answer all Questions

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

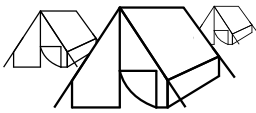


1 What are these people looking for?

Put a cross ☒ in the correct box.


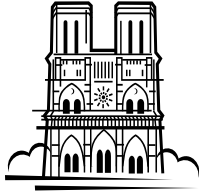

Example

A 	B WC	C 
☒	☒	☒




(i)

A 	B 	C 
☒	☒	☒

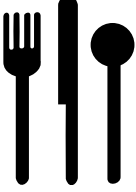

(ii)

A 	B 	C 
☒	☒	☒

(iii)

A 	B 	C 
☒	☒	☒







(iv)

A 	B 	C P
☒	☒	☒

(Total for Question 1 = 4 marks)

Free time

2 What do these boys like doing in their free time?

A 	B 	C 
D 	E 	F 

Put a cross ☒ in the correct box.







	A	B	C	D	E	F
Example: Peter	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Anton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Carlos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Mischa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Walther	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Weather

3 What is the weather like in each holiday destination?

Put a cross ☒ in the correct box.

	A 	B 	C 	D 	E 	F 
Example Südafrika	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Polen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Indien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) London	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Deutschland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Accommodation

4 You hear a recorded message when you phone a hotel.

Enter the correct letter in the form.

A	B	C	D	E	F	G	H	I
60	7.30	24.00	17	57	6.30	75	23.00	16

Example	Hotel nameGloria.....
	Address	...Landauerstraße D...
(i)	Number of rooms available
(ii)	Price of double room
(iii)	Breakfast served from to 10
(iv)	Hotel open each day until

(Total for Question 4 = 4 marks)

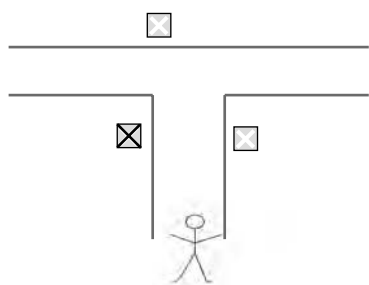
Directions

5 Each person is asking for directions.

Put a cross ☒ in the correct box in each plan to indicate where they should go.

Then choose what they want to do there by putting a cross ☒ in the correct box.

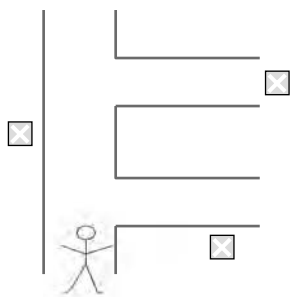
Example



(i)	Meet a friend	☒
(ii)	Get a timetable	☒
(iii)	Buy a ticket	☒

(a)

(1)



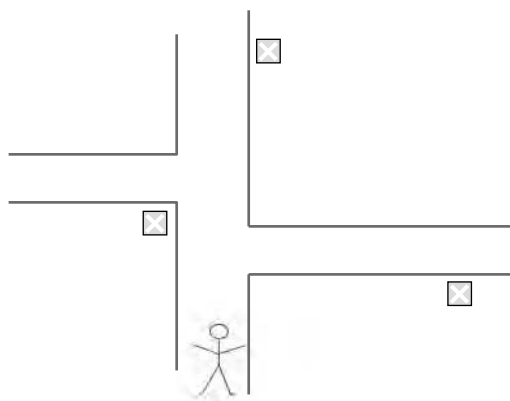
(b)

(1)

(i)	Take photos	☒
(ii)	Buy postcards	☒
(iii)	Make a group booking	☒

(c)

(1)



(d)

(1)


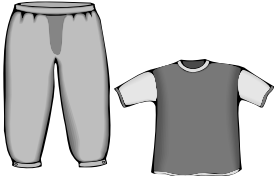
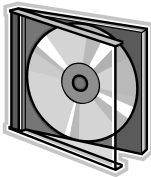

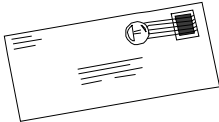
(i)	Go shopping	<input type="checkbox"/>
(ii)	Start work	<input type="checkbox"/>
(iii)	Meet a friend	<input type="checkbox"/>

(Total for Question 5 = 4 marks)

Shopping

6 What are Boris and Karim going to buy?

Put a cross ☒ in the **four** correct boxes for **either Boris or Karim**.







	BORIS	KARIM
Example 	☒	☒
(a) 	☒	☒
(b) 	☒	☒
(c) 	☒	☒
(d) 	☒	☒

(Total for Question 6 = 4 marks)

Future plans

7 What do these young women aim to do later in their lives?

Put a cross ☒ in the correct box.

A 	B 	C 
D 	E 	F 

	A	B	C	D	E	F
Example: Patrizia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Safra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Conny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Svetlana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Ella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



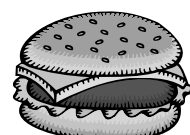
(Total for Question 7 = 4 marks)

In a café




8 What is being ordered?

Put a cross ☒ in the correct box.




Example

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



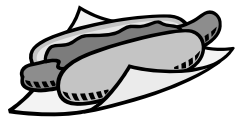
(i)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




(ii)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iii)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(iv)

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

A trip to Bonn

9 At the beginning of a bus trip to Bonn the guide makes an announcement.

What does she say?

Put a cross ☒ in the correct box.

Example The trip to Bonn lasts ...

(i)	... half an hour.	<input type="checkbox"/>
(ii)	... one hour.	<input checked="" type="checkbox"/>
(iii)	... two hours	<input type="checkbox"/>

(a) At the Rhine you should ...

(1)

(i)	... go on a boat trip.	<input type="checkbox"/>
(ii)	... go for a swim.	<input type="checkbox"/>
(iii)	... go for a walk.	<input type="checkbox"/>

(b) In Beethoven's house you can ...

(1)

(i)	... hear a concert.	<input type="checkbox"/>
(ii)	... see an exhibition.	<input type="checkbox"/>
(iii)	... buy CDs.	<input type="checkbox"/>

(c) The guide recommends a walk in the town centre ...

(1)

(i)	... in the morning.	<input type="checkbox"/>
(ii)	... at lunchtime.	<input type="checkbox"/>
(iii)	... in the afternoon.	<input type="checkbox"/>

(d) The Sea-Life Aquarium is ...

(1)

(i)	... in the centre of Bonn.	<input type="checkbox"/>
(ii)	... on the way home.	<input type="checkbox"/>
(iii)	... closed today.	<input type="checkbox"/>

(Total for Question 9 = 4 marks)

Lost property

10 What has the man lost?

Complete the form in English.

	ItemCoat.....
(a)	Description	(i)
		(ii)
(b)	Lost where?
(c)	Lost when?

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

Sample Mark Scheme

Unit 1F: Listening and understanding in German

Question Number	Answer	Mark
1 (i)	B	(1)

Question Number	Answer	Mark
1 (ii)	B	(1)

Question Number	Answer	Mark
1 (iii)	C	(1)

Question Number	Answer	Mark
1 (iv)	A	(1)

Question Number	Answer	Mark
2 (i)	E	(1)

Question Number	Answer	Mark
2 (ii)	F	(1)

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

Question Number	Answer	Mark
2 (iv)	A	(1)

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

Question Number	Answer	Mark
3 (ii)	A	(1)

Question Number	Answer	Mark
3 (iii)	E	(1)

Question Number	Answer	Mark
3 (iv)	F	(1)

Question Number	Acceptable Answers	Mark
4 (i)	G	(1)

Question Number	Acceptable Answers	Mark
4 (ii)	A	(1)

Question Number	Acceptable Answers	Mark
4 (iii)	F	(1)

Question Number	Acceptable Answers	Mark
4 (iv)	H	(1)

Question Number	Answer	Mark
5 (a)	Cross inserted in box on top right of plan	(1)

Question Number	Answer	Mark
5 (b)	(i)	(1)

Question Number	Answer	Mark
5 (c)	Cross inserted in the box on the left on the corner	(1)

Question Number	Answer	Mark
5 (d)	(ii)	(1)

Question Number	Answer	Mark
6 (a)	Karim	(1)

Question Number	Answer	Mark
6 (b)	Karim	(1)

Question Number	Answer	Mark
6 (c)	Boris	(1)

Question Number	Answer	Mark
6 (d)	Boris	(1)

Question Number	Answer	Mark
7 (i)	B	(1)

Question Number	Answer	Mark
7 (ii)	A	(1)

Question Number	Answer	Mark
7 (iii)	C	(1)

Question Number	Answer	Mark
7 (iv)	D	(1)

Question Number	Answer	Mark
8 (i)	C	(1)

Question Number	Answer	Mark
8 (ii)	C	(1)

Question Number	Answer	Mark
8 (iii)	A	(1)

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

Question Number	Answer	Mark
9 (a)	(iii)	(1)

Question Number	Answer	Mark
9 (b)	(ii)	(1)

Question Number	Answer	Mark
9 (c)	(iii)	(1)

Question Number	Answer	Mark
9 (d)	(ii)	(1)

Question Number	Answer	Mark
10 (a) (i)	Black	(1)

Question Number	Answer	Mark
10 (a) (ii)	Leather	(1)

Question Number	Answer	Mark
10 (b)	In The Tram	(1)

Question Number	Answer	Mark
10 (c)	The Afternoon	(1)

Unit 1F Transcript

1. IN TOWN

Example

F1 Entschuldigung. Wo ist der Bahnhof?

Pause and repeat

Question Number 1 (i)

F1 Entschuldigung. Wo ist das Hallenbad?

Pause and repeat

Question Number 1 (ii)

M2 Entschuldigung. Ich suche den Dom.

Pause and repeat

Question Number 1 (iii)

F2 Entschuldigung. Ich suche die Fußgängerzone.

Pause and repeat

Question Number 1 (iv)

M2 Entschuldigung. Ist hier in der Nähe ein Restaurant?

Pause and repeat

2. FREE TIME

Example

F1 Was machst du in deiner Freizeit, Peter?

M1 Ich lese am liebsten einen guten Roman.

Pause and repeat

Question Number 2 (i)

F1 Und du, Anton?

M2 Man findet mich jeden Samstag in der Eishalle.

Pause and repeat

Question Number 2 (ii)

F1 Und du, Carlos?

M1 Ich jogge jeden Tag. Das ist fantastisch.

Pause and repeat

Question Number 2 (iii)

F1 Und du, Mischa?

M2 Ohne mein Klavier kann ich nicht leben.

Pause and repeat

Question Number 2 (iv)

F1 Und du, Walther?

M1 Zweimal die Woche besuche ich die Tanzschule mit meiner Freundin.

Pause and repeat

3. WEATHER

Example

F1 Wir fahren nach Südafrika. Dort scheint meistens die Sonne.

Pause and repeat

Question Number 3 (i)

F2 Wenn es schneit, fahren wir zu unserer Ferienwohnung in Polen.

Pause and repeat

Question Number 3 (ii)

M2 Wir fahren jedes Jahr nach Indien. Leider gibt es viele Gewitter dort.

Pause and repeat

Question Number 3 (iii)

F1 Meine Eltern nehmen uns oft mit nach London. Es ist immer so nass dort.

Pause and repeat

Question Number 3 (iv)

F2 Ich mache gern Urlaub in Deutschland. Meistens gibt es dort einen wolkigen Himmel.

Pause and repeat

4. ACCOMMODATION

M1 Sie sind verbunden mit dem Anrufbeantworter im Gloria Hotel in Kaiserslautern – Landauerstraße 17. Wir haben 75 Zimmer – alle mit Dusche und Fernseher. Ein Doppelzimmer kostet € 60 pro Nacht mit Frühstück. Gäste können zwischen halb sieben und zehn Uhr frühstücken. Das Hotel bleibt jeden Tag bis 23.00 Uhr offen. Bitte hinterlassen Sie Ihre Telefonnummer, damit wir Sie später erreichen können.

Pause and repeat

5. DIRECTIONS

Example

M2 Entschuldigung. Wie komme ich am besten zum Bahnhof?

F1 Gehen Sie hier geradeaus. Der Bahnhof ist auf der linken Seite.

M2 Was machen Sie dort?

F1 Ich kaufe eine Fahrkarte.

Pause and repeat

Question Number 5 (a)

M1 Entschuldigung. Ich suche das Schloss.

F2 Nehmen Sie die zweite Straße rechts. Dann sehen Sie es.

Pause and repeat

Question Number 5 (b)

F2 Was machen Sie dort?

M1 Ich will es fotografieren.

Pause and repeat

Question Number 5 (c)

M2 Entschuldigen Sie. Wo kann ich den Supermarkt finden?

F1 Der Supermarkt ist grad hier vorne an der Ecke.

Pause and repeat

Question Number 5 (d)

F1 Was machen Sie dort?

M2 Heute ist mein erster Arbeitstag dort.

Pause and repeat

6. SHOPPING

F1 Was kaufst du heute, Boris?

M2 Ich habe diese Woche nicht viel Geld, aber ich brauche Bleistifte für die Schule. Ich muss auch Briefmarken für meine Oma kaufen. Dann muss ich auch noch Brot für unsere Nachbarin holen.

F1 Und du, Karim?

M1 Ich gehe zum Markt und suche mir Klamotten für den Sommer aus. Und weil ich genug Geld gespart habe, gehe ich auch zum Musikladen.

Pause and repeat

7. FUTURE PLANS

M2 Was willst du in Zukunft werden, Patrizia?

F1 Ich lerne sehr gern Informatik. Ein Beruf als Informatikerin würde mir am besten passen.

M2 Und du, Safra?

F2 Ich liebe die Naturwissenschaften. Ich will unbedingt eine Stelle in einem Krankenhaus finden.

M2 Und du, Conny?

F1 Ich will das Leben genießen und etwas von der Welt sehen! Als Sängerin kann ich überall hinfahren.

M2 Und du, Svetlana?

F1 Ich will in einer Schule arbeiten und Sozialkunde unterrichten.

M2 Und du, Ella?

F2 Meine Eltern besitzen ein Blumengeschäft. Ich werde in dieser Branche einen Beruf erlernen.

Pause and repeat

8. IN A CAFÉ

Example

M2 Ich möchte einen Hamburger, bitte.

Pause and repeat

Question Number 8 (i)

F1 Ich möchte eine Portion Pommes, bitte.

Pause and repeat

Question Number 8 (ii)

M1 Ich hätte gern ein Eis mit Sahne.

Pause and repeat

Question Number 8 (iii)

F2 Für mich bitte eine Limonade.

Pause and repeat

Question Number 8 (iv)

M2 Ich nehme ein Stück Kuchen, bitte.

Pause and repeat

9. A TRIP TO BONN

F1 Sehr geehrte Gäste! Willkommen bei dieser Tagestour von Köln nach Bonn. Die Busfahrt nach Bonn dauert ungefähr eine Stunde. Heute Morgen können Sie einen Spaziergang am Rhein machen oder Sie können die Ausstellung im Beethovenhaus besuchen. Am Nachmittag empfehlen wir einen Stadtbummel durch die Fußgängerzone der Innenstadt. Gehen Sie shoppen oder verbringen Sie eine ruhige Stunde in einem der zahlreichen Cafés. Auf dem Weg nach Hause besuchen wir das neue Sea-Life-Aquarium. Wir werden um 18 Uhr wieder in Köln sein.

Pause and repeat

10. LOST PROPERTY

F2 Wie kann ich Ihnen helfen?

M1 Ich habe meinen Mantel verloren.

F2 Können Sie ihn beschreiben?

M1 Ja, er ist schwarz und aus Leder.

F2 Und wissen Sie, wo und wann Sie den Mantel verloren haben?

M1 Ich hatte ihn heute Morgen an, als ich aus dem Haus gegangen bin. Ich glaube, ich habe ihn in der Straßenbahn liegen lassen.

F2 Wann war das?

M1 Heute Nachmittag.

F2 Augenblick mal. Ich schaue nach!

M1 Danke schön!

Pause and repeat

Write your name here	
Surname	Other names
Centre Number	Candidate Number
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
<h1 style="margin: 0;">Edexcel GCSE</h1>	
<h2 style="margin: 0;">German</h2> <h3 style="margin: 0;">Paper 1H: Listening and understanding in German</h3> <h3 style="margin: 0;">Higher Tier</h3>	
Sample Assessment Material Time: 25 minutes and 5 minutes reading	Paper Reference 5GN01/1H
You do not need any other materials.	Total Marks

Instructions

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Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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Directions

Answer ALL questions

Some questions must be answered with a cross in a box ☒.

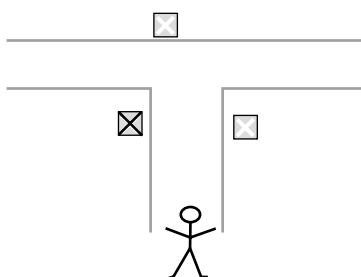
If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Each person is asking for directions.

Put a cross ☒ in the correct box in each plan to indicate where they should go.

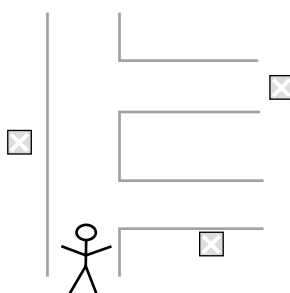
Then choose what they want to do there by putting a cross ☒ in the correct box.

Example



(i)	Meet a friend	☒
(ii)	Get a timetable	☒
(iii)	Buy a ticket	☒

(a)



(1)

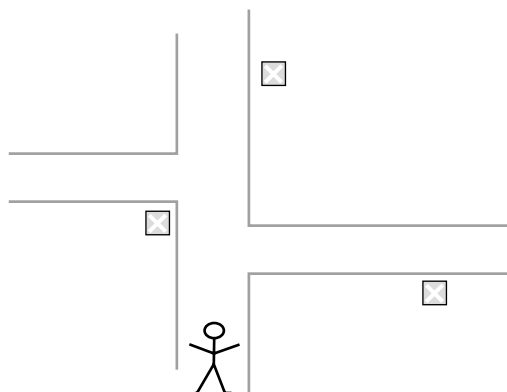
(b)

(i)	Take photos	☒
(ii)	Buy postcards	☒
(iii)	Make a group booking	☒

(1)

(c)

(1)



(d)

(1)

(i)	Go shopping	<input type="checkbox"/>
(ii)	Start work	<input type="checkbox"/>
(iii)	Meet a friend	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Accommodation

2 You hear a recorded message when you phone a hotel.

Enter the correct letter in the form.

A	B	C	D	E	F	G	H	I
60	7.30	24.00	17	57	6.30	75	23.00	16

Example

Hotel name

.....Gloria.....

Address

...Landauerstraße D...

(i)

Number of rooms available

.....

(ii)

Price of double room

.....

(iii)

Breakfast served from

..... to 10

(iv)

Hotel open each day until







.....

(Total for Question 2 = 4 marks)

Future plans

3 What do these young women aim to do later in their lives?

Put a cross ☒ in the correct box.

A 	B 	C 
D 	E 	F 



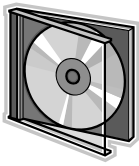

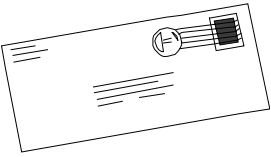
	A	B	C	D	E	F
Example: Patrizia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Safra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Conny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Svetlana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Ella	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Shopping

4 What are Boris and Karim going to buy?

Put a cross ☒ in the **four** correct boxes for **either Boris or Karim**.

	BORIS	KARIM
Example 	☒	☒
(a) 	☒	☒
(b) 	☒	☒
(c) 	☒	☒
(d) 	☒	☒

(Total for Question 4 = 4 marks)

Computers

5 You hear a radio report about young people's use of computers.

Put a cross ☒ against the **four** correct sentences.

Example	Most young Germans have a computer.	☒
(a)	Only 50% of teenagers use the internet at home.	☒
(b)	The internet is used equally by boys and girls.	☒
(c)	Girls use the internet more than boys.	☒
(d)	Most young Germans spend fewer than 6 hours a week online.	☒
(e)	Teenagers tend not to surf for information about sport.	☒
(f)	German teenagers like to find out about leisure activities online.	☒
(g)	The internet helps a lot of young people with their school work.	☒
(h)	Online shopping is not yet popular amongst young people.	☒

(Total for Question 5 = 4 marks)

Hiking

6 You hear this interview with Herr Meyer.

Answer the questions **in English**.

(a) What is important when you start hiking at first? (1)

(b) What is the best way to train for this activity? Give **one** detail. (1)

(c) What does he say about clothing? Give **one** detail. (1)

(d) What is the final piece of advice he gives? (1)

(Total for Question 6 = 4 marks)

7 The interview continues

(a) How often does he go hiking with his family? (1)

(b) What do his children feel about hiking? (1)

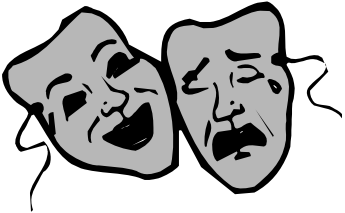

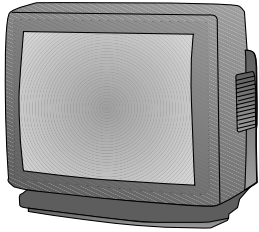



(c) Why is the Black Forest ideal for hiking? Give **two** reasons. (2)

(Total for Question 7 = 4 marks)

Free time

8 What did Markus do last year and what are his plans for this year?

Enter the correct letter.

<p>A</p> 	<p>B</p> 	<p>C</p> 
<p>D</p> 	<p>E</p> 	<p>F</p> 

Last year	Example: D	(i)	(ii)
This year		(iii)	(iv)

(Total for Question 8 = 4 marks)

An interview with a celebrity

9 You hear this radio interview.

Complete the sentences by entering the correct letter at the end of each sentence.

A	easy
B	married
C	in the theatre
D	Hamburg
E	Germany
F	single
G	Cologne
H	on television
I	tiring
J	Greece

Example: She was born in**D**..... .

- (i) Her father comes from
- (ii) Her first professional job was..... .
- (iii) She finds her role in the TV series
- (iv) In her private life she is

(Total for Question 9 = 4 marks)

School

10 Franziska is talking about her school grades.

Choose the correct answer.

Example Franziska was ...

(i)	... horrified by her result in English.	<input type="checkbox"/>
(ii)	... pleased by her result in English.	<input checked="" type="checkbox"/>
(iii)	...surprised by her result in English.	<input type="checkbox"/>

(a) Her mother ...

(1)

(i)	... would not help her with Biology.	<input type="checkbox"/>
(ii)	... used to be a science teacher.	<input type="checkbox"/>
(iii)	... teaches science.	<input type="checkbox"/>

(b) Franziska finds maths ...

(1)

(i)	... easier since she began private lessons.	<input type="checkbox"/>
(ii)	... just as difficult as always.	<input type="checkbox"/>
(iii)	... more difficult than before.	<input type="checkbox"/>

(c) She had a poor mark in German because ...

(1)

(i)	... she missed the start of the test.	<input type="checkbox"/>
(ii)	... she felt ill during the test.	<input type="checkbox"/>
(iii)	... she answered the wrong question.	<input type="checkbox"/>

(d) She blames her disastrous history result on ...

(1)

(i)	... the question paper.	<input type="checkbox"/>
(ii)	... her teachers.	<input type="checkbox"/>
(iii)	... herself.	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Unit 1H: Listening and understanding in German

Question Number	Answer	Mark
1 (a)	Cross inserted in box on top right of plan	(1)

Question Number	Answer	Mark
1 (b)	(i)	(1)

Question Number	Answer	Mark
1 (c)	Cross inserted in the box on the left on the corner	(1)

Question Number	Answer	Mark
1 (d)	(ii)	(1)

Question Number	Answer	Mark
2 (i)	G	(1)

Question Number	Answer	Mark
2 (ii)	A	(1)

Question Number	Answer	Mark
2 (iii)	F	(1)

Question Number	Answer	Mark
2 (iv)	H	(1)

Question Number	Answer	Mark
3 (i)	B	(1)

Question Number	Answer	Mark
3 (ii)	A	(1)

Question Number	Answer	Mark
3 (iii)	C	(1)

Question Number	Answer	Mark
3 (iv)	D	(1)

Question Number	Answer	Mark
4 (a)	Karim	(1)

Question Number	Answer	Mark
4 (b)	Karim	(1)

Question Number	Answer	Mark
4 (c)	Boris	(1)

Question Number	Answer	Mark
4 (d)	Boris	(1)

Question Number	Answer	Mark
5	Crosses in boxes (d) (f) (g) (h)	(4)

Question Number	Answer	Mark
6 (a)	Any one of: <ul style="list-style-type: none"> Choose short routes Train regularly 	(1)

Question Number	Answer	Mark
6 (b)	Any one of: <ul style="list-style-type: none"> Walk each day Use natural surfaces 	(1)

Question Number	Answer	Mark
6 (c)	Any one of: <ul style="list-style-type: none"> Wear correct shoes Keep upper body warm 	(1)

Question Number	Answer	Mark
6 (d)	Keep fluid levels up	(1)

Question Number	Answer	Mark
7 (a)	Every three weeks	(1)

Question Number	Answer	Mark
7 (b)	Not as keen as before	(1)

Question Number	Answer	Mark
7 (c)	Any two from: <ul style="list-style-type: none"> • Lots of fresh air • Well sign-posted • Comfortable B&Bs 	(2)

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

Question Number	Answer	Mark
8 (ii)	C	(1)

Question Number	Answer	Mark
8 (iii)	B	(1)

Question Number	Answer	Mark
8 (iv)	F	(1)

Question Number	Answer	Mark
9 (i)	J	(1)

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

Question Number	Answer	Mark
9 (iii)	I	(1)

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

Question Number	Answer	Mark
10 (a)	(iii)	(1)

Question Number	Answer	Mark
10 (b)	(ii)	(1)

Question Number	Answer	Mark
10 (c)	(i)	(1)

Question Number	Answer	Mark
10 (d)	(ii)	(1)

Unit 1H Transcript

1. DIRECTIONS

Example

M2 Entschuldigung. Wie komme ich am besten zum Bahnhof?

F1 Gehen Sie hier geradeaus. Der Bahnhof ist auf der linken Seite.

M2 Was machen Sie dort?

F1 Ich kaufe eine Fahrkarte.

Pause and repeat

Question Number 1 (a)

M1 Entschuldigung. Ich suche das Schloss.

F2 Nehmen Sie die zweite Straße rechts. Dann sehen Sie es.

Pause and repeat

Question Number 1 (b)

F2 Was machen Sie dort?

M1 Ich will es fotografieren.

Pause and repeat

Question Number 1 (c)

M2 Entschuldigen Sie. Wo kann ich den Supermarkt finden?

F1 Der Supermarkt ist grad hier vorne an der Ecke.

Pause and repeat

Question Number 1 (d)

F1 Was machen Sie dort?

M2 Heute ist mein erster Arbeitstag dort.

Pause and repeat

2. ACCOMMODATION

- M1 Sie sind verbunden mit dem Anrufbeantworter im Gloria Hotel in Kaiserslautern - Landauerstraße 17. Wir haben 75 Zimmer - alle mit Dusche und Fernseher. Ein Doppelzimmer kostet € 60 pro Nacht mit Frühstück. Gäste können zwischen halb sieben und zehn Uhr frühstücken. Das Hotel bleibt jeden Tag bis 23.00 Uhr offen. Bitte hinterlassen Sie Ihre Telefonnummer, damit wir Sie später erreichen können.

Pause and repeat

3. FUTURE PLANS

- M2 Was willst du in Zukunft werden, Patrizia?
- F1 Ich lerne sehr gern Informatik. Ein Beruf als Informatikerin würde mir am besten passen.
- M2 Und du, Safra?
- F2 Ich liebe die Naturwissenschaften. Ich will unbedingt eine Stelle in einem Krankenhaus finden.
- M2 Und du, Conny?
- F1 Ich will das Leben genießen und etwas von der Welt sehen! Als Sängerin kann ich überall hinfahren.
- M2 Und du, Svetlana?
- F1 Ich will in einer Schule arbeiten und Sozialkunde unterrichten.
- M2 Und du, Ella?
- F2 Meine Eltern besitzen ein Blumengeschäft. Ich werde in dieser Branche einen Beruf erlernen.

Pause and repeat

4. SHOPPING

- F1 Was kaufst du heute, Boris?
- M2 Ich habe diese Woche nicht viel Geld, aber ich brauche Bleistifte für die Schule. Ich muss auch Briefmarken für meine Oma kaufen. Dann muss ich auch noch Brot für unsere Nachbarin holen.
- F1 Und du, Karim?
- M1 Ich gehe zum Markt und suche mir Klamotten für den Sommer aus. Und weil ich genug Geld gespart habe, gehe ich auch zum Musikladen.

Pause and repeat

5. COMPUTERS

- F2 Der Computer gehört für die meisten deutschen Jugendlichen zum Alltag. Drei Viertel aller Teenager haben einen PC mit Internet-Anschluss zu Hause. Jungen gehen öfter ins Internet als Mädchen. Aber nur sehr wenige sind mehr als sechs Stunden in der Woche im Netz. Die meisten jungen Online-Nutzer suchen Informationen über Sport und Freizeit, oder sie bekommen Hilfe bei der Schularbeit. Online-Shopping ist allerdings unter Jugendlichen noch nicht beliebt.

Pause and repeat

Q6 & Q7 - HIKING

6.

F1 Herr Meyer, wie finden wir den richtigen Wanderweg?

M2 Wichtig ist, zuerst kurze Strecken auszusuchen. Um gut vorbereitet zu sein, muss man auch regelmäßig trainieren.

F1 Was ist die optimale Vorbereitung?

M2 Man sollte täglich zu Fuß unterwegs sein. Natürliche Wege sind optimal, wogegen Straße und Bürgersteig ungeeignet sind.

F1 Was sollten wir noch wissen?

M2 Vor allem sollte man die richtigen Schuhe anziehen. Und im Winter sollte man auch den Oberkörper gut schützen. Man sollte auch immer daran denken, dass man genügend Flüssigkeiten dabei hat. In der freien Natur gibt es nicht an jeder Ecke einen Laden.

Pause and repeat

7.

F1 Gehen Sie oft wandern?

M2 Meine Familie und ich machen einen Wanderausflug alle drei Wochen. Ich würde das lieber öfter machen, aber die Kinder sind jetzt in den Teenager-Jahren und sind nicht so begeistert wie früher.

F1 Haben Sie mal eine längere Wandertour unternommen?

M2 Ja - und zwar letzten Sommer im Schwarzwald. Diese Gegend ist ideal für den Hobby-Wanderer. Die Luft ist dort so frisch - man fühlt sich am Ende der Tour kerngesund. Übrigens sind die Wanderwege sehr gut beschildert. Und die Pensionen, in denen man übernachtet, sind äußerst bequem.

F1 Herr Meyer, ich danke Ihnen für das Interview.

Pause and repeat

8. FREE TIME

F2 Wie sieht es aus mit deiner Freizeit, Markus?

M1 Letztes Jahr war Fußball mein Lieblingssport. Ich habe jeden Samstag vier Stunden gespielt. Leider habe ich mir im November das Bein gebrochen und kann jetzt nicht mehr spielen. Aber ich will fit bleiben. Also gehe ich dieses Jahr zweimal wöchentlich ins Hallenbad.

F2 Gute Idee!

M1 Ich spiele aber nicht mehr in der Theatergruppe mit. Das war letztes Jahr so toll! Aber ich habe eben ein neues Hobby angefangen. Ich pflanze Gemüse im Garten an – das habe ich von meiner Großmutter gelernt.

F2 Und wie ist es mit Fernsehen?

M1 Das habe ich für dieses Jahr aufgegeben!

Pause and repeat

9. AN INTERVIEW WITH A CELEBRITY

M2 Sie haben einen interessanten Namen. Wie kommt denn das?

F1 Ich komme zwar aus Hamburg, aber mein Vater ist Grieche.

M2 Wie hat Ihre Karriere begonnen?

F1 Nach meiner Ausbildung als Schauspielerin habe ich ein Jahr lang bei dem Musical „Jailhaus“ mitgespielt. Dann habe ich die Rolle in der Serie „Gute Zeiten Schlechte Zeiten“ bekommen.

M2 Gefällt Ihnen diese Arbeit?

F1 Naja, über das Einkommen freue ich mich schon, aber täglich so viel Text zu lernen, ist ermüdend.

M2 Wohnen Sie noch in Hamburg?

F1 Nicht mehr. Ich wohne jetzt mit meinem Ehemann in Berlin.

Pause and repeat

10. SCHOOL

- M1 Also - wie waren deine Noten dieses Jahr, Franziska?
- F2 Ziemlich gemischt. In Englisch hatte ich eine Zwei. Kein Wunder, denn wir fahren oft nach England in Urlaub. Und über diese Zwei hab' ich mich natürlich sehr gefreut. Und in Biologie auch eine Zwei: Meine Mutter unterrichtet nämlich Naturwissenschaften und die hat mir geholfen.
- M1 Das ist doch gut, oder?
- F2 Naja - ich hatte auch ein paar schlechte Noten. In Mathe zum Beispiel habe ich eine Vier bekommen. Trotz der Nachhilfestunden kann ich dieses Fach immer noch nicht verstehen. Und eine Drei in Deutsch war auch nicht gut. Leider bin ich ziemlich spät zur Klassenarbeit gekommen. Deshalb konnte ich nur die eine Frage beantworten. Aber das Schlimmste war Geschichte. Wir hatten im letzten Jahr drei verschiedene Lehrer. Also in diesem Fach gab es eine Fünf. Das war katastrophal!

Pause and repeat

Edexcel GCSE

German

Unit 2: Speaking in German

Sample Controlled Assessment Material

Paper Reference

5GN02/01

You do not need any other materials.

Turn over ►

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Controlled assessments for speaking

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students. Alternatively, you are free to create your own stimuli.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment.

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to devise your own stimuli for the controlled assessment tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake **two different types of speaking task from the following:**

- presentation with discussion following
- picture-based free flowing discussion
- open interaction.

Each task must take place in controlled conditions and last for approximately 4-6 minutes. Students must have access to notes and be afforded adequate preparation for each task as advised in the specification (a maximum of six hours over a period of no longer than two weeks). Tasks can be undertaken individually or 'back to back' if necessary and at any time. However, students' work and marks will need to be submitted to Edexcel in accordance with the submission deadlines (please refer to specification.)

Presentations

The following are **possible** presentations that students could deliver (up to a **maximum of 2-3 minutes** within a total assessment time of 4-6 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations if they wish to deliver one as a controlled speaking assessment. Teachers may help prepare their students to undertake this test type in general terms but must refrain from offering feedback on any presentation that features in formal assessment and for which marks are claimed.

Many of the titles on the following page are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The ... Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (Glastonbury) Festival

Sport and leisure

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sportsperson
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Travel and tourism

- Exchange visits - an excellent opportunity
- Welcome to ... (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'Interail'

Business, work and employment

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- An example of (presentation of a product/service/company)
- A typical day for a ...
- ... and its local economy

Picture-based descriptions

The following are examples of the types of pictures and questions that students may choose and refer to in their picture-based discussion tasks Unit 2: *Speaking*.

It is intended that the use of a student's picture will give candidates a sense of task ownership and that it will facilitate free discussion. However, teachers should interject with some open-ended questions to ensure that students demonstrate an ability to adapt their discussion and to respond appropriately to their questions.

Media and culture:



Suggested questions

- 1 Wo hat man dieses Foto gemacht?
- 2 Treten Sie gern auf der Bühne auf? Warum?
- 3 Worum handelt es sich bei dieser Theatervorstellung?
- 4 Haben Sie vor, in Zukunft auf der Bühne aufzutreten?
- 5 Gehen Sie lieber ins Theater oder ins Kino? Warum?

Sport and leisure



Picture courtesy 55041607 Steve Gorton © Dorling Kindersley

Suggested Questions

- 1 Warum haben Sie dieses Foto gewählt?
- 2 Sind Sie Mitglied dieser Mannschaft?
- 3 Wann haben Sie zum letzten Mal gespielt? Wie war das Spiel?
- 4 Treiben Sie andere Sportarten?
- 5 Warum spielen Sie gern Rugby?

Travel and tourism



Picture courtesy: AAHGRRIO © Dorling Kindersley/De Agostini Editore Picture Library

Suggested Questions

- 1 Warum haben Sie dieses Foto gewählt?
- 2 Wie lange haben Sie dort verbracht?
- 3 Was haben Sie gemacht?
- 4 Wo haben Sie übernachtet?
- 5 Haben Sie vor, nächstes Jahr zu verreisen?

Picture of a School Awards Ceremony (to be supplied by candidate)

Suggested Questions

- 1 Was mussten Sie tun, um diesen Preis zu gewinnen?
- 2 Welche Business-Kompetenzen haben Sie gelernt?
- 3 Wie lange haben Sie an diesem Projekt gearbeitet?
- 4 Wann haben Sie den Preis bekommen?
- 5 Wollen Sie in Zukunft Geschäftsmann/Geschäftsfrau werden?

Open interactions

The open interactions are designed to enable students to produce target language skills in response to stimuli related to a particular context and theme. The stimuli provide students with an unscripted, open-ended role-play type task although enable them to take greater ownership of the content. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes.

A: Media and culture

Information for candidates

Situation

You have won a competition to meet a famous German-speaking personality of your choice. (The teacher will play this role.) S/he will begin the conversation.

Task

Be prepared to ask questions and refer to the following in your discussion:

- information about his/her family
- key achievements
- his/her future plans
- interests outside their specialist area

You should also be prepared to respond to questions that the celebrity may ask you.

B: Sport and leisure



Parkhill Sports Centre

Opening Times:

Monday to Friday	7.00a.m. – 11.00p.m.
Saturday & Sunday	8.00a.m. – 10.00p.m.

50m swimming pool and teaching pool

6 squash courts

4 badminton courts

2 indoor tennis courts

children's playroom

fitness suite (our qualified trainers will advise you)

Ask about our season tickets and other discounts!

Information for candidates

Situation

You have a part time job at this sports centre. A German speaking person comes in, wanting some information about the facilities.

Your teacher will play the part of the German speaking person and start the conversation.

Task

Answer the questions you are asked. Make sure you also **ask at least two questions**.

You will be covering the following points:

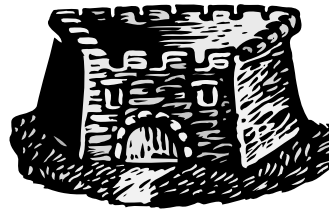
- reasons why you can speak German
- swimming facilities at the centre
- other sports available
- facilities for children
- opening/closing times
- prices and enrolment possibilities.

C: Travel and tourism



Market Gates Shopping Centre

Open Mon–Sat 9.00–18.00
Sun 11.00–16.00



Caister Castle (13th Century)

Open Saturdays & Sundays
10.00–16.00

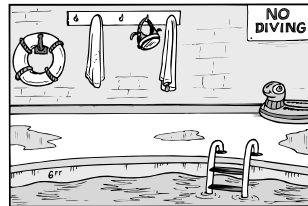


Great Yarmouth Golf Club

£20.00 per round
Club hire: £5

**Non-members
welcome**

Tel: 365809



Marina Leisure Centre

Open every day
7.30–22.00



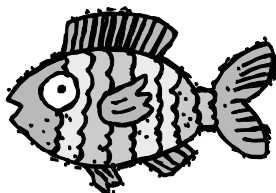
Pride of India Tandoori House

Open every day 19.00–23.00
Tel: 361007



Jasmine Chinese Restaurant

Six till late
Tel: 361753

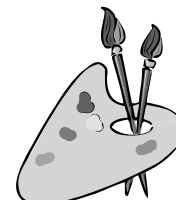


Tide and Time Museum

Open Tues–Sat
10.00–17.00

Seascape Gallery

Open Fri–Mon
10.00–17.00



Information for candidates

Situation

You are working in a Tourist Information Office when a German-speaking visitor arrives. The visitor speaks no English and asks you questions about what there is to do in your area.

Task

Use the publicity leaflet to help explain what there is to do in your area. ***Explain that you have visited some of these places and say what you think of them.***

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the German-speaking visitor and will start the conversation.



Au pair required

Chester area

To look after 3 children, aged 3, 5 and 8

For July–August

Weekdays only – weekends free

Free accommodation and meals + pay

no smoking

1 dog

Information for candidates

Situation

You are working for an Au pair agency. You have been asked to inform a new German- speaking au pair about his or her job requirements.

Task

Answer the questions you are asked. Make sure you also **ask at least two questions**. You will be covering the following points:

- who you are and why you are here
- accommodation offered to au pair
- working hours
- pay and working conditions
- possibilities for taking an English language course
- things to do in the area.

BLANK PAGE

Assessment criteria

Content and Response	Mark
<ul style="list-style-type: none"> Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. Interacts very well. Speaks very confidently and with clear spontaneity. Frequently takes initiative and develops elaborate responses. No difficulty in expressing and explaining a range of ideas and points of view. Very little or no hesitation. Able to deal with unpredictable elements without difficulty. 	16-18
<ul style="list-style-type: none"> Communicates detailed and relevant information related to chosen visual/topic/stimulus. Interacts well. Speaks confidently. Takes initiative and develops more elaborate responses. Has little difficulty expressing and explaining ideas and points of view. Little hesitation and little or no prompting necessary. Able to deal with unpredictable elements with some success. 	12-15
<ul style="list-style-type: none"> Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. Some interaction. Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. Conveys opinions, but rarely expands. Some hesitation. Able to deal with some unpredictable elements. 	8-11
<ul style="list-style-type: none"> Limited communication related to chosen visual/topic/stimulus. Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. Very hesitant and reliant on teacher-examiner prompting. Able to deal with isolated unpredictable elements. 	4-7
<ul style="list-style-type: none"> Minimal description of chosen visual/topic/stimulus. Conveys very little relevant information in minimal responses (mainly one word replies). Largely disjointed and unconnected ideas. Very limited comprehension of basic questions. Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	6	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	6
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	5	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	5
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3-4	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3-4
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname					Other names				
---------	--	--	--	--	-------------	--	--	--	--

Centre Number					Candidate Number				

Edexcel GCSE

German

Paper 3F: Reading and understanding in German Foundation Tier

Sample Assessment Materials Time: 35 minutes	Paper Reference 5GN03/3F
--	------------------------------------

You do not need any other materials.	Total Marks
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Instructions

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

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

N35723A

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3/3



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advancing learning, changing lives

In town

Answer ALL questions.

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



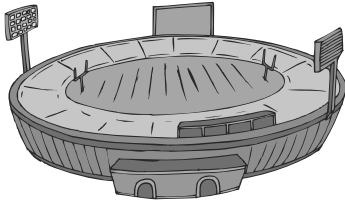
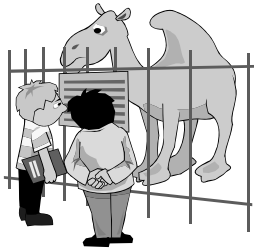
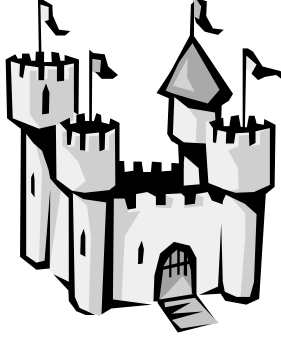
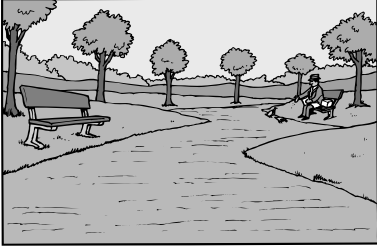
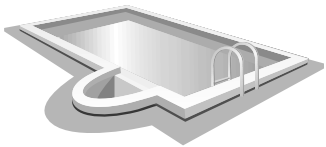
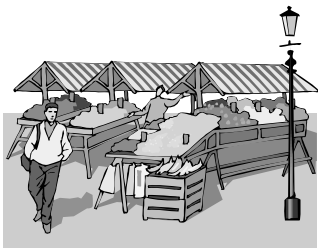

- 1 What is there to see in the town?

Willkommen in unserer Stadt!

Besuchen Sie

- die St. – Nikolai – Kirche
- den Zoo
- den Markt
- den Stadtpark
- das Fußballstadion

Put a cross ☒ in the **four** correct boxes.

<p>Example:</p> 	<p>A</p> 	<p>B</p> 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>C</p> 	<p>D</p> 	<p>E</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>F</p> 	<p>G</p> 	<p>H</p> 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

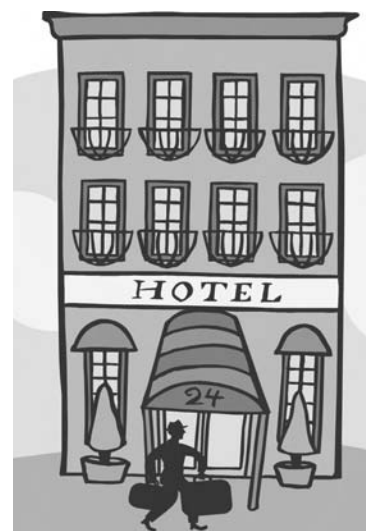
(Total for Question 1 = 4 marks)

In a hotel

2 What facilities does this hotel have?

Hotel zur Krone, Rostock

Lage:	Das Hotel liegt direkt am Strand
Mahlzeiten:	Frühstücksbüffet Abendessen mit kalten und warmen Speisen
Alle Zimmer:	WC mit Dusche, kleine Kaffee- und Teestation
Für Kinder:	Spielplatz im Freien
Unterhaltung:	Abends tanzt man auf der Terrasse Großer Parkplatz hinter dem Hotel



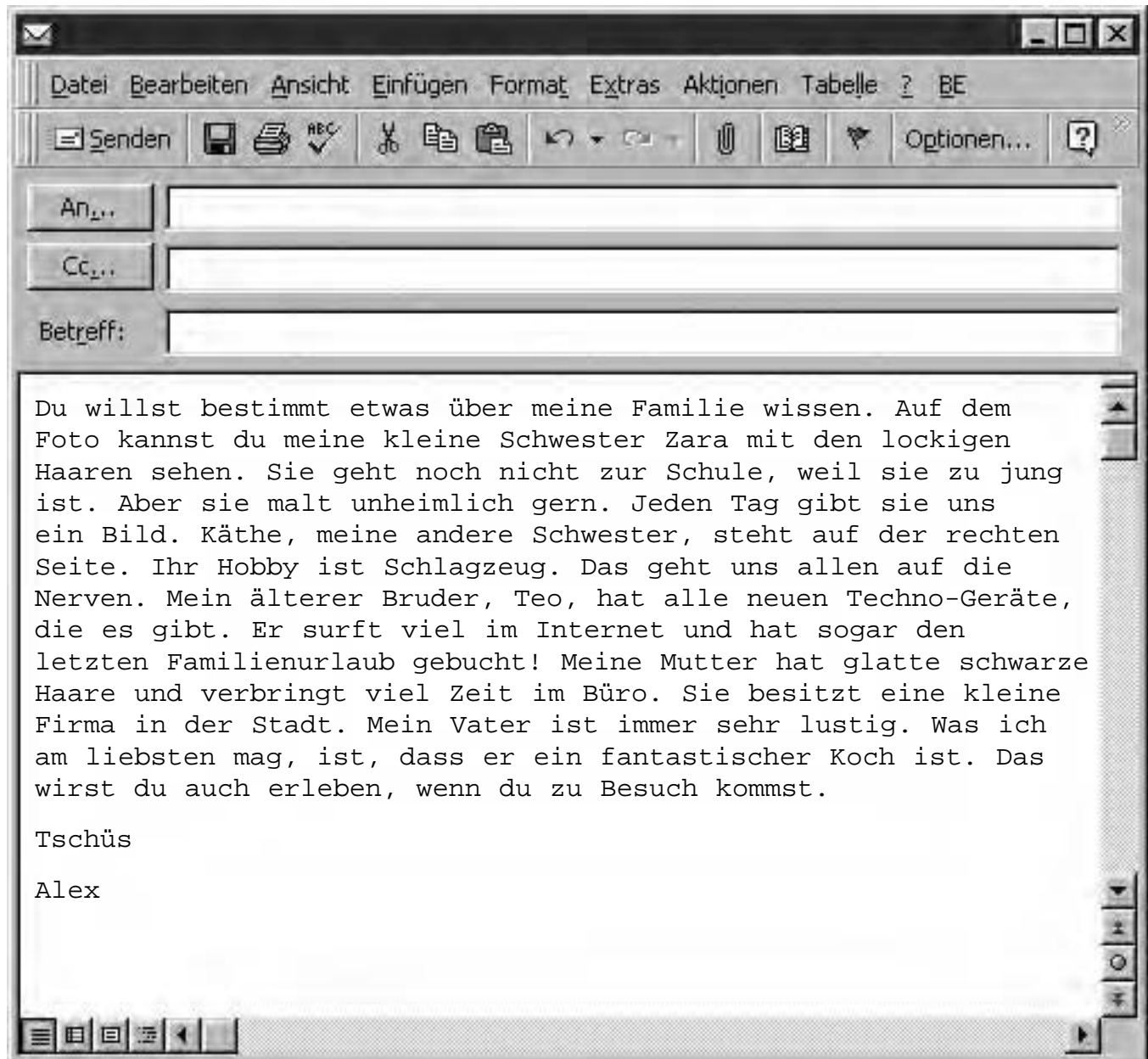
Put a cross ☒ in the **four** correct boxes.

Example	Dancing	<input checked="" type="checkbox"/>
(a)	Internet connection	<input type="checkbox"/>
(b)	Breakfast	<input type="checkbox"/>
(c)	Playground	<input type="checkbox"/>
(d)	Parking	<input type="checkbox"/>
(e)	Rooms with baths	<input type="checkbox"/>
(f)	Rooms with TV	<input type="checkbox"/>
(g)	Rooms with showers	<input type="checkbox"/>
(h)	Swimming pool	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

My family

3 You receive this email from your new German friend, Alex.



What is said about the family?

Put a cross ☒ in the **four** correct boxes.

	Zara	Käthe	Teo	Mother	Father
Example ... has curly hair	☒	☒	☒	☒	☒
(a) ... is a great cook	☒	☒	☒	☒	☒
(b) ... likes painting	☒	☒	☒	☒	☒
(c) ... likes computers	☒	☒	☒	☒	☒
(d) ... works too hard	☒	☒	☒	☒	☒

(Total for Question 3 = 4 marks)

A student's life

4 You read this email from Leonie.

The screenshot shows an email client window with a menu bar (Datei, Bearbeiten, Ansicht, Einfügen, Format, Extras, Aktionen, Tabelle, ?, BE) and a toolbar with icons for Senden, Drucken, ABC, Zerschneiden, Einfügen, Kopieren, Rückgängig, Wiederherstellen, Anheften, und Optionen... The email fields show 'An...', 'Cc...', and 'Betreff:'. The main text area contains the following German text:

..... Ich studiere Spanisch und Englisch an der Universität in Salzburg und ich hoffe, ab September ein Jahr als Deutschassistentin an einer Schule in Chile zu verbringen. In meiner Freizeit habe ich viel Spaß am Klavierspielen. Früher bin ich oft Ski gefahren, aber letztes Jahr habe ich mir das Bein gebrochen.....

What did Leonie do, what does she do now and what will she do?

Put a cross ☒ in the **four** correct boxes.

	PAST	PRESENT	FUTURE
Example: Born Oct 7th 1990	☒	☒	☒
(a) Skiing	☒	☒	☒
(b) Piano	☒	☒	☒
(c) Studying Spanish and English	☒	☒	☒
(d) Broke her leg	☒	☒	☒

(Total for Question 4 = 4 marks)

Leisure time

5 What leisure activities do young people prefer?

A	Skiing
B	Theatre
C	Riding
D	Fitness training
E	Fishing
F	Skating

Enter the correct letter for each person.

Example	Martin: Ich bin Fitness-Fanatiker.	D
(i)	Katja: Ich laufe gern Rollschuh.	
(ii)	Paul: Mein Hobby ist Reiten.	
(iii)	Clemens: Ich angle gern am Fluss.	
(iv)	Nikki: Ich liebe Skifahren.	

(Total for Question 5 = 4 marks)

Transport

6 How do these people get around the town of Findelingen?

Wie fahren Sie?

Max: Ich fahre immer mit der Straßenbahn. Das ist schnell.

Laura: Jeden Tag fahre ich mit dem Zug. Das ist praktisch.

Thomas: Wenn es regnet, komme ich mit der U-Bahn. Wenn es schön ist, fahre ich mit dem Rad.

Sophie: Ich fahre mit dem Bus zur Arbeit.

Put a cross ☒ in the **four** correct boxes.

	Example: Underground	Bus	Car	Bike	Tram	Train
(a) Max	☒	☒	☒	☒	☒	☒
(b) Laura	☒	☒	☒	☒	☒	☒
(c) Thomas	☒	☒	☒	☒	☒	☒
(d) Sophie	☒	☒	☒	☒	☒	☒

(Total for Question 6 = 4 marks)

Jobs

7 Which job is it?

Stellenangebote

- A. Gesucht für neuen Friseursalon in der Stadtmitte: schicker Friseur. Donnerstag und Sonntag frei. Tel: 9 56 23 45 ab sofort.
- B. Kellner gesucht für La Taverna. Teilzeit, 18:00–23:00 Uhr Freitag und Samstag. €7,50 die Stunde. Tel: 8 01 68 53
- C. Arzthelfer gesucht, Dienstag bis Samstag von Mai bis August. Tel: 3 65 45 40
- D. Ab sofort gesucht: Blumenverkäufer. Stadtmitte. Dienstag bis Donnerstag. Superbezahlung. Tel: 7 46 68 88
- E. Gesucht für große Importfirma: Sekretär. Montag bis Freitag, ganztags. Tel: 7 66 44 32
- F. Wollen Sie an die frische Luft? Laufen Sie gern? Können Sie früh aufstehen? Wir suchen dringend Briefträger. Fit müssen Sie sein. Tel: 9 86 74 52

Put the correct letter in the box.

Example: You write letters and speak on the phone.	E
(i) You make appointments for patients.	
(ii) You deliver the post.	
(iii) You sell plants.	
(iv) You serve in a restaurant.	

(Total for Question 7 = 4 marks)

In a restaurant

8 Frau Braun has written a letter of complaint.

*Rita Braun
Grünstr. 6
01978 Osterfeld*

*An den Manager
Restaurant zum Sonnigen Hügel
01978 Osterfeld*

Osterfeld, 21. 05. 09

Sehr geehrter Herr,

ich hatte für den 20. Mai um 19.00 einen Tisch in Ihrem Restaurant zum Sonnigen Hügel reserviert. Der Tisch sollte für acht Personen und neben dem Fenster sein.

Leider war der Tisch viel zu klein für die Gruppe. Der Tisch war auch in der Ecke gleich neben der Küche. Der Kellner war sehr unfreundlich und unhöflich. Wir haben das Restaurant verlassen ohne etwas zu essen.

Ich bin extrasauer, weil der 20. Mai mein Geburtstag ist.

Können Sie diese Situation erklären?

Ich freue mich auf Ihre Antwort.

Hochachtungsvoll

Rita Braun

Put a cross ☒ in the correct box.

Example: Rita booked a table for...

(i)	... May 19th	<input type="checkbox"/>
(ii)	... May 20th	<input checked="" type="checkbox"/>
(iii)	... May 21st	<input type="checkbox"/>

(a) Rita wanted a table...

(i)	... in the corner	<input type="checkbox"/>
(ii)	... on the terrace	<input type="checkbox"/>
(iii)	... next to a window	<input type="checkbox"/>

(b) The table they were given was...

(i)	... much too small	<input type="checkbox"/>
(ii)	... for 8 people	<input type="checkbox"/>
(iii)	... in the kitchen	<input type="checkbox"/>

(c) The waiter was...

(i)	... very helpful	<input type="checkbox"/>
(ii)	... not very friendly	<input type="checkbox"/>
(iii)	... very untidy	<input type="checkbox"/>

(d) Rita is particularly annoyed because...

(i)	... the wine was sour	<input type="checkbox"/>
(ii)	... it was her birthday	<input type="checkbox"/>
(iii)	... the food was cold	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

At a bank

9 You see this advertisement for a bank account.

DAS JUNGE KONTO

Das richtige Konto für dein Geld!

A. Weltweiter Geldautomaten-Service

Du bekommst eine Bankkarte.

Damit kannst du mehr als 35 000 Geldautomaten in 32 Ländern benutzen!

B. Kostenlos

Für Schüler bis 19 Jahre!

C. 7 Tage in der Woche, 24 Stunden am Tag

Wir sind online immer für dich da.

D. VISA-Karte

Im 1. Jahr gratis, danach nur €5 pro Jahr.

Answer these questions in **English**.

(a) What do you get with this account?

(1)

.....

(b) How do you get hold of your money if you are abroad?

(1)

.....

(c) Who gets this bank account for free?

(1)

.....

(d) When can you get details of your account?

(1)

.....

(Total for Question 9 = 4 marks)

Sophie's CV

10 Sophie is applying for a job.

..... Ich heiße Sophie Wiesmann. Ich bin am 12. März 1992 in Hamburg geboren.

Ich gehe auf das Gymnasium und meine Lieblingsfächer sind Chemie und Physik.

Meine Eltern haben einen Laden in der Stadt und ich arbeite abends im Laden. Ich habe auch in einer

Fabrik gearbeitet. In meiner Freizeit sehe ich sehr gern fern

Complete Sophie's CV. Enter the correct letter.

A	B	C	D	E	F	G	H	I
TV	Hamburg	Paper round	Comprehensive school	Shop	Factory	Reading	Grammar school	Babysitting

NAME: **Sophie Wiesmann**

DATE OF BIRTH: **12.03.1992**

Example: PLACE OF BIRTH: **...B...**

(a) SCHOOL: (1)

(b) WORK EXPERIENCE: (i) (1)

(ii) (1)

(c) INTERESTS: (1)

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

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Sample Mark Scheme

Unit 3F: Reading and understanding in German

Question Number	Answer	Mark
1	Cross in boxes B C E G	(4)

Question Number	Answer	Mark
2	Cross in boxes (b) (c) (d) (g)	(4)

Question Number	Answer	Mark
3 (a)	Father	(4)

Question Number	Answer	Mark
3 (b)	Zara	(1)

Question Number	Answer	Mark
3 (c)	Teo	(1)

Question Number	Answer	Mark
3 (d)	Mother	(1)

Question Number	Answer	Mark
4 (a)	Past	(1)

Question Number	Answer	Mark
4 (b)	Present	(1)

Question Number	Answer	Mark
4 (c)	Future	(1)

Question Number	Answer	Mark
4 (d)	Past	(1)

Question Number	Answer	Mark
5 (i)	F	(1)

Question Number	Answer	Mark
5 (ii)	C	(1)

Question Number	Answer	Mark
5 (iii)	E	(1)

Question Number	Answer	Mark
5 (iv)	A	(1)

Question Number	Answer	Mark
6 (a)	Tram	(1)

Question Number	Answer	Mark
6 (b)	Train	(1)

Question Number	Answer	Mark
6 (c)	Bike	(1)

Question Number	Answer	Mark
6 (d)	Bus	(1)

Question Number	Answer	Mark
7 (i)	C	(1)

Question Number	Answer	Mark
7 (ii)	F	(1)

Question Number	Answer	Mark
7 (iii)	D	(1)

Question Number	Answer	Mark
7 (iv)	B	(1)

Question Number	Answer	Mark
8 (a)	(iii)	(1)

Question Number	Answer	Mark
8 (b)	(i)	(1)

Question Number	Answer	Mark
8 (c)	(ii)	(1)

Question Number	Answer	Mark
8 (d)	(ii)	(1)

Question Number	Answer	Mark
9 (a)	A bankcard	(1)

Question Number	Answer	Mark
9 (b)	ATM / hole in the wall	(1)

Question Number	Answer	Mark
9 (c)	Pupils/students under 19	(1)

Question Number	Answer	Mark
9 (d)	All the time/ '24/7'	(1)

Question Number	Answer	Mark
10 (a)	H	(1)

Question Number	Answer	Mark
10 (b)(i)	E	(1)

Question Number	Answer	Mark
10 (b)(ii)	F	(1)

Question Number	Answer	Mark
10 (c)	A	(1)

Write your name here

Surname	Other names
---------	-------------

Centre Number	Candidate Number
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Edexcel GCSE

German

Paper 3H: Reading and understanding in German Higher Tier

Sample Assessment Materials Time: 50 minutes	Paper Reference 5GN03/3H
--	------------------------------------

You do not need any other materials.	Total Marks
---	-------------

Instructions

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

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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3/3



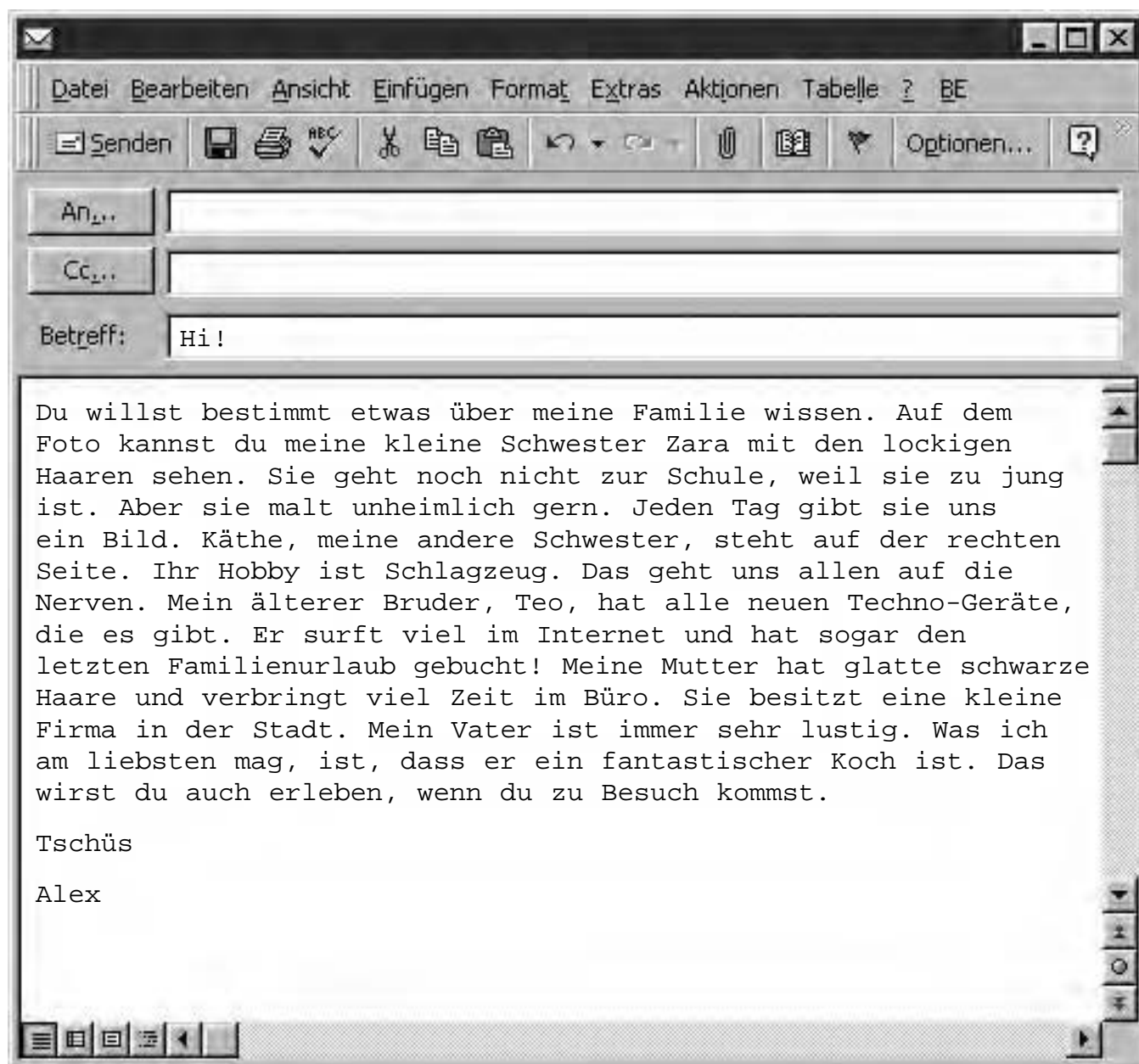
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advancing learning, changing lives

My family

Answer ALL questions.

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

- 1 You receive this email from your new German friend, Alex.



The screenshot shows an email client window with a menu bar (Datei, Bearbeiten, Ansicht, Einfügen, Format, Extras, Aktionen, Tabelle, ?, BE) and a toolbar (Senden, Diskette, Drucker, ABC, Schere, Dokument, Ordner, Pfeile, Klammer, Briefumschlag, Optionen..., Fragezeichen). The email header shows 'An:...' and 'Cc:...' fields, and the subject 'Betreff: Hi!'. The body of the email is in German, describing Alex's family. The email ends with 'Tschüs' and 'Alex'.

An:...

Cc:...

Betreff: Hi!

Du willst bestimmt etwas über meine Familie wissen. Auf dem Foto kannst du meine kleine Schwester Zara mit den lockigen Haaren sehen. Sie geht noch nicht zur Schule, weil sie zu jung ist. Aber sie malt unheimlich gern. Jeden Tag gibt sie uns ein Bild. Käthe, meine andere Schwester, steht auf der rechten Seite. Ihr Hobby ist Schlagzeug. Das geht uns allen auf die Nerven. Mein älterer Bruder, Teo, hat alle neuen Techno-Geräte, die es gibt. Er surft viel im Internet und hat sogar den letzten Familienurlaub gebucht! Meine Mutter hat glatte schwarze Haare und verbringt viel Zeit im Büro. Sie besitzt eine kleine Firma in der Stadt. Mein Vater ist immer sehr lustig. Was ich am liebsten mag, ist, dass er ein fantastischer Koch ist. Das wirst du auch erleben, wenn du zu Besuch kommst.

Tschüs

Alex

What is said about the family?

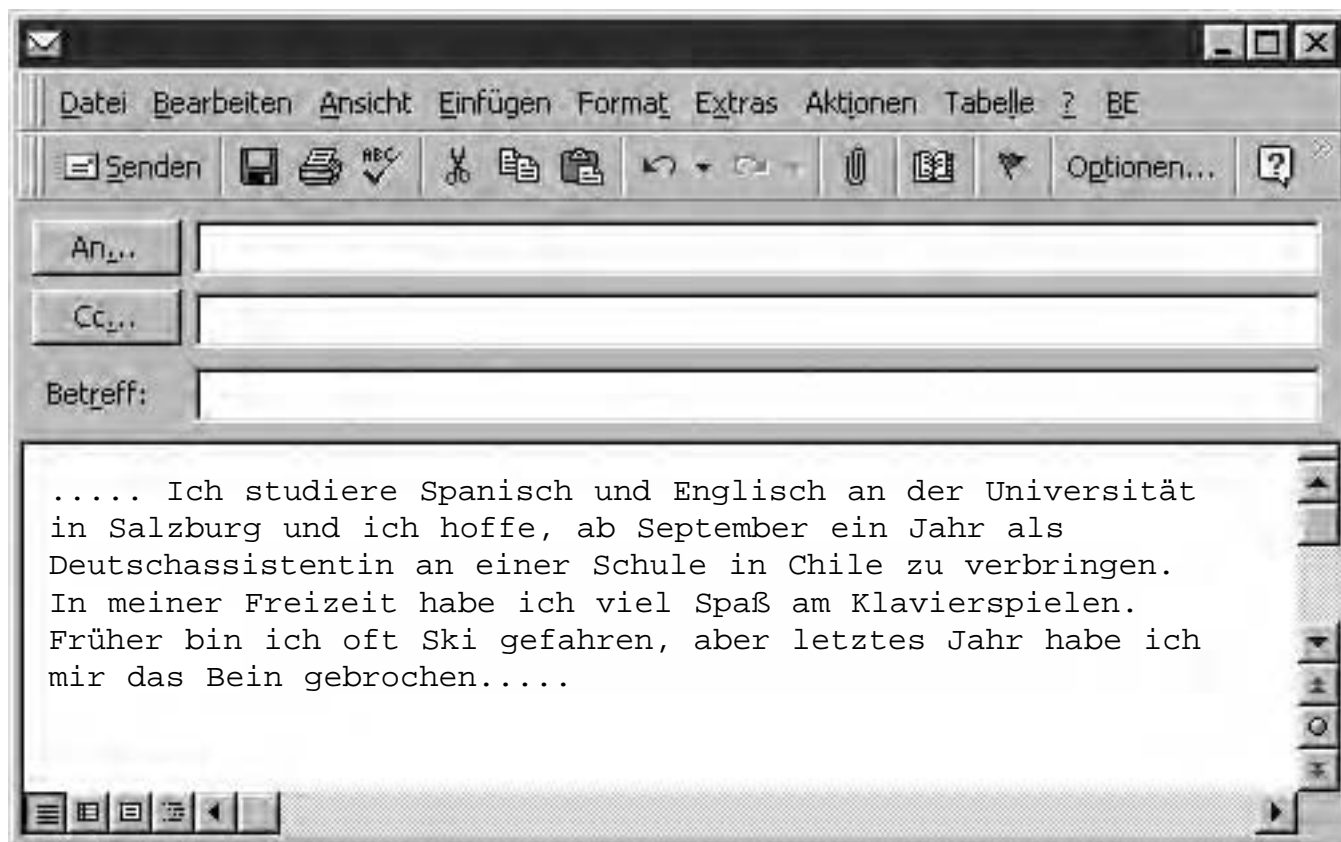
Put a cross ☒ in the **four** correct boxes.

	Zara	Käthe	Teo	Mother	Father
Example ... has curly hair	☒	☒	☒	☒	☒
(a) ... is a great cook	☒	☒	☒	☒	☒
(b) ... likes painting	☒	☒	☒	☒	☒
(c) ... likes computers	☒	☒	☒	☒	☒
(d) ... works too hard	☒	☒	☒	☒	☒

(Total for Question 1 = 4 marks)

A student's life

2 You read this email from Leonie.



What did Leonie do, what does she do now and what will she do?

Put a cross ☒ in the **four** correct boxes.

	PAST	PRESENT	FUTURE
Example: Born Oct 7th 1990	☒	☒	☒
(a) Skiing	☒	☒	☒
(b) Piano	☒	☒	☒
(c) Studying Spanish and English	☒	☒	☒
(d) Broke her leg	☒	☒	☒

(Total for Question 2 = 4 marks)

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In a restaurant

3 Frau Braun has written a letter of complaint.

*Rita Braun
Grünstr. 6
01978 Osterfeld*

*An den Manager
Restaurant zum Sonnigen Hügel
01978 Osterfeld*

Osterfeld, 21. 05. 09

Sehr geehrter Herr,

ich hatte für den 20. Mai um 19.00 einen Tisch in Ihrem Restaurant zum Sonnigen Hügel reserviert. Der Tisch sollte für acht Personen und neben dem Fenster sein.

Leider war der Tisch viel zu klein für die Gruppe. Der Tisch war auch in der Ecke gleich neben der Küche. Der Kellner war sehr unfreundlich und unhöflich. Wir haben das Restaurant verlassen ohne etwas zu essen.

Ich bin extrasauer, weil der 20. Mai mein Geburtstag ist.

Können Sie diese Situation erklären?

Ich freue mich auf Ihre Antwort.

Hochachtungsvoll

Rita Braun

Put a cross ☒ in the correct box.

Example: Rita booked a table for...

(i)	... May 19th	<input type="checkbox"/>
(ii)	... May 20th	<input checked="" type="checkbox"/>
(iii)	... May 21st	<input type="checkbox"/>

(a) Rita wanted a table...

(i)	... in the corner	<input type="checkbox"/>
(ii)	... on the terrace	<input type="checkbox"/>
(iii)	... next to a window	<input type="checkbox"/>

(b) The table they were given was...

(i)	... much too small	<input type="checkbox"/>
(ii)	... for 8 people	<input type="checkbox"/>
(iii)	... in the kitchen	<input type="checkbox"/>

(c) The waiter was...

(i)	... very helpful	<input type="checkbox"/>
(ii)	... not very friendly	<input type="checkbox"/>
(iii)	... very untidy	<input type="checkbox"/>

(d) Rita is particularly annoyed because...

(i)	... the wine was sour	<input type="checkbox"/>
(ii)	... it was her birthday	<input type="checkbox"/>
(iii)	... the food was cold	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Jobs

4 Which job is it?

Stellenangebote

- A. Gesucht für neuen Friseursalon in der Stadtmitte: schicker Friseur. Donnerstag und Sonntag frei. Tel: 9 56 23 45 ab sofort.
- B. Kellner gesucht für La Taverna. Teilzeit, 18:00–23:00 Uhr Freitag und Samstag. €7,50 die Stunde. Tel: 8 01 68 53
- C. Arzthelfer gesucht, Dienstag bis Samstag von Mai bis August. Tel: 3 65 45 40
- D. Ab sofort gesucht: Blumenverkäufer. Stadtmitte. Dienstag bis Donnerstag. Superbezahlung. Tel: 7 46 68 88
- E. Gesucht für große Importfirma: Sekretär. Montag bis Freitag, ganztags. Tel: 7 66 44 32
- F. Wollen Sie an die frische Luft? Laufen Sie gern? Können Sie früh aufstehen? Wir suchen dringend Briefträger. Fit müssen Sie sein. Tel: 9 86 74 52

Put the correct letter in the box.

Example: You write letters and speak on the phone.	E
(i) You make appointments for patients.	
(ii) You deliver the post.	
(iii) You sell plants.	
(iv) You serve in a restaurant.	

(Total for Question 4 = 4 marks)

BLANK PAGE

Fashion design

5 You read this article in a magazine.

Lena (20):

Mein Ziel ist es, Modedesignerin zu werden. Selbstverständlich hat das schon was mit Talent zu tun - aber Talent allein genügt nicht, wenn man in diesem Job erfolgreich sein möchte. Deshalb studiere ich jetzt Modedesign an der Uni, wo ich das richtige Handwerk lerne. Um diesen Ausbildungsplatz zu bekommen, musste ich Abitur haben und zwischen Schule und Uni habe ich noch dazu eine Schneider-Lehre absolviert.

Ich lerne am liebsten neue Trends erkennen, wie man Mode am Computer designt, wie man Stoffe schneidet und näht. Aber die Theorie kommt nicht zu kurz: Die Geschichte des Designs steht auf dem Lehrplan, wie auch eine Fremdsprache und Mathe.

Die Ausbildung dauert 3 Jahre. Meist ist der Unterricht nicht nur vor- sondern auch nachmittags; es kann auch manchmal Kurse geben, die abends und an den Wochenenden stattfinden! Und genügend Zeit zum Lernen muss ich natürlich auch noch einplanen. Freizeit habe ich also kaum. Aber das macht mir nichts aus, weil ich meine Zeit hier wirklich genieße.

Am Ende der Ausbildung müssen wir eine schriftliche und eine praktische Prüfung ablegen - manchmal muss man zusätzlich auch eine mündliche Prüfung machen.

Answer these questions **in English**.

(a) Lena wants to be a fashion designer. But why exactly is she studying at university? (1)

.....

(b) What qualification did Lena need to get onto this course? (1)

.....

(c) What did she do immediately before starting this course? (1)

.....

(d) What aspects of the course does she prefer? (1)

.....

(e) When do classes take place?

(2)

(f) What does Lena say about her free time?

(1)

(g) What will she have to do after 3 years of studying?

(1)

(Total for Question 5 = 8 marks)

Leisure activities

6 You read this page on myspace.com

□ □ ×

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Address <http://www.myspace.com> ▼

Jakob
männlich
16 Jahre alt
Berlin, Deutschland
Jakobs Interessen:

Ich surfe jeden Tag. Im Chatroom gebe ich aber niemals meine Adresse und Telefonnummer, bevor ich genau weiß, mit wem ich rede. Musik oder Spiele downloade ich nie, weil der Computer einen Virus bekommen könnte.

Online-Shopping ist ganz leicht. Per Mausklick bestelle ich Waren direkt zu mir nach Hause. Einkaufsbummel in vollen Geschäften mag ich überhaupt nicht. Leider kaufe ich zu viel, weil die Einkaufsmöglichkeiten im Internet einfach enorm sind.

Sprachenlernen finde ich faszinierend. Das kann man sogar online machen. Im Oktober war ich 2 Wochen auf Urlaub in Frankreich. Ganz ohne Eltern! Ich habe jede Menge neue Aktivitäten und Leute kennen gelernt. Ich habe Städte besucht und mir die Sehenswürdigkeiten angeschaut. Ich habe bei einer sehr netten französischen Gastfamilie in Poitiers gewohnt und konnte meine Sprache viel verbessern. Der Aufenthalt war vielleicht teuer, aber ich habe mich wirklich gut amüsieren können.

What does Jakob say about himself?

Enter the correct letter at the end of each sentence.

A	B	C	D	E	F	G	H	I
abroad	daily	careful	at work	terrible	fun	easy	open	annoyed

Example: Jakob surfs on the internet**B**.....

- (i) In chat rooms he is always
- (ii) He finds online shopping
- (iii) Last autumn he was
- (iv) He found his experience in Poitiers

(Total for Question 6 = 4 marks)

The town of the future

7 You read this article in a teenage magazine.

Ende April fand der erste Jugendkongress statt. 72 Jugendliche aus ganz Deutschland trafen sich, um darüber zu beraten, wie die Stadt der Zukunft aussehen könnte.

Man hat verschiedene Themen diskutiert.

Hier die wichtigsten Forderungen an die Stadt der Zukunft:

Wir fordern:

1. Fußgängerzonen in der Stadtmitte, damit wir in Sicherheit laufen können.
2. sichere Wege für Jugendliche, die zu Fuß oder mit dem Fahrrad in die Schule kommen. Dazu muss es noch mehr Ampeln und Zebrastreifen geben.
3. (mehr) freie grüne Flächen mit ausreichend Platz, wo Jugendliche chillen können (vielleicht mit Sitzbänken und Hütten?).
4. mehr Mülleimer. Die Sauberkeit von manchen Flächen ist leider mangelhaft.
5. Sporteinrichtungen wie **Skateparks und Skaterampen**.

Wir wollen eine Stadt, in der Kinder, Jugendliche, Familien sowie alle Bewohner gern leben.

Dazu brauchen wir kreative Jugendliche, die mitbestimmen und mitbauen wollen.

Da muss noch eine ganze Menge passieren, bis die Stadt der Zukunft aus Jugendsicht Wirklichkeit wird...

What do young people want to see in the town of the future?

Put a cross ☒ in the **four** correct boxes.

Example: Pedestrian precinct	<input checked="" type="checkbox"/>
(a) Lots of shops	<input type="checkbox"/>
(b) Sufficient rubbish bins	<input type="checkbox"/>
(c) Internet cafes	<input type="checkbox"/>
(d) Public toilet facilities	<input type="checkbox"/>
(e) Wide open spaces	<input type="checkbox"/>
(f) Improved public transport	<input type="checkbox"/>
(g) Skate parks	<input type="checkbox"/>
(h) More traffic lights and pedestrian crossings	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

Public transport

8 You read this in an internet forum about public transport.

File Edit View Favourites Tools Help

Back

Search

Address Unserestadt.de Forum > öffentliche Verkehrsmittel

Gestern 13.24

Von Jonny

registriert seit 03.01.08

Benutzer

Beiträge: 96

Der Umwelt und der Gesundheit zuliebe soll man am besten zu Fuß gehen oder mit dem Rad fahren. Manchmal ist das nicht praktisch und in diesem Fall soll man mit den öffentlichen Verkehrsmitteln fahren. In der Stadt ist das Netz von Bussen und Bahnen meistens gut. Auf dem Land ist es leider nicht so.

Es stimmt schon, dass die Fahrzeiten etwas unregelmäßig sein können und der Bus oft spät ankommt, aber es besteht keine Gefahr, dass man einen Unfall hat, weil man übermüdet oder gestresst ist.

Die U-Bahn ist zwar häufig überfüllt, aber man braucht keinen Parkplatz zu suchen, was besonders in den Städten problematisch sein kann.

Was mich betrifft, sind die Zugtarife relativ hoch und der Zug ist manchmal schmutzig, aber auf der anderen Seite kann man diese unendlichen, nervigen Staus vermeiden. Außerdem hat man während der Fahrt Zeit, einen spannenden Roman zu genießen oder mit anderen Passagieren zu plaudern.

Kinder, Jugendliche und viele Senioren haben kein Auto und müssen mit den öffentlichen Verkehrsmitteln fahren. Sie zeigen, dass es möglich ist, damit sein Ziel zu erreichen. Wenn Autofahrer die öffentlichen Verkehrsmittel benutzen würden, wären unsere Straßen wesentlich leerer und sicherer.

What does Jonny think about various means of getting around?

Put a cross ☒ in the correct box.

Example: Jonny schreibt über...

(i)	... sein Auto	<input checked="" type="checkbox"/>
(ii)	... seine Gesundheit	<input checked="" type="checkbox"/>
(iii)	... öffentliche Verkehrsmittel	<input checked="" type="checkbox"/>

(a) Laufen und Radfahren...

(i)	... sind immer praktisch	<input checked="" type="checkbox"/>
(ii)	... haben große Vorteile	<input checked="" type="checkbox"/>
(iii)	... sparen Zeit	<input checked="" type="checkbox"/>

(b) Wer auf dem Lande wohnt,...

(i)	... hat keine große Auswahl an öffentlichen Verkehrsmitteln	<input checked="" type="checkbox"/>
(ii)	... muss immer mit dem Auto herumfahren	<input checked="" type="checkbox"/>
(iii)	... kann problemlos mit der Bahn in die Stadt fahren	<input checked="" type="checkbox"/>

(c) Busfahren...

(i)	... hat nur Nachteile	<input checked="" type="checkbox"/>
(ii)	... hat nur Vorteile	<input checked="" type="checkbox"/>
(iii)	... hat Vor- und Nachteile	<input checked="" type="checkbox"/>

(d) U-Bahnpassagiere...

(i)	... haben immer eine bequeme Fahrt	<input checked="" type="checkbox"/>
(ii)	... haben es einfacher als Autofahrer	<input checked="" type="checkbox"/>
(iii)	... kommen normalerweise schneller ans Ziel	<input checked="" type="checkbox"/>

(e) Jonny meint, Bahnkarten...

(i)	... kosten zu viel	<input type="checkbox"/>
(ii)	... sind genau richtig	<input type="checkbox"/>
(iii)	... sind äußerst preiswert	<input type="checkbox"/>

(f) Während einer Zugfahrt kann man...

(i)	... Musik hören	<input type="checkbox"/>
(ii)	... schlafen	<input type="checkbox"/>
(iii)	... lesen	<input type="checkbox"/>

(g) Ältere Leute...

(i)	... sind oft gezwungen, mit öffentlichen Verkehrsmitteln zu fahren	<input type="checkbox"/>
(ii)	... müssen nie mit öffentlichen Verkehrsmitteln fahren	<input type="checkbox"/>
(iii)	... fahren ungern mit öffentlichen Verkehrsmitteln	<input type="checkbox"/>

(h) Jonny meint, Autofahrer sollten...

(i)	... einmal wöchentlich auf das Auto verzichten	<input type="checkbox"/>
(ii)	... den Wagen öfter zu Hause stehen lassen	<input type="checkbox"/>
(iii)	... sicherer fahren	<input type="checkbox"/>

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 40 MARKS

Sample Mark Scheme

Unit 3H: Reading and understanding in German

Question Number	Answer	Mark
1 (a)	Father	(1)

Question Number	Answer	Mark
1 (b)	Zara	(1)

Question Number	Answer	Mark
1 (c)	Teo	(1)

Question Number	Answer	Mark
1 (d)	Mother	(1)

Question Number	Answer	Mark
2 (a)	Past	(1)

Question Number	Answer	Mark
2 (b)	Present	(1)

Question Number	Answer	Mark
2 (c)	Future	(1)

Question Number	Answer	Mark
2 (d)	Past	(1)

Question Number	Answer	Mark
3(a)	(iii)	(1)

Question Number	Answer	Mark
3(b)	(i)	(1)

Question Number	Answer	Mark
3(c)	(ii)	(1)

Question Number	Answer	Mark
3(d)	(ii)	(1)

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

Question Number	Answer	Mark
4 (ii)	F	(1)

Question Number	Answer	Mark
4 (iii)	D	(1)

Question Number	Answer	Mark
4 (iv)	B	(1)

Question Number	Answer	Mark
5 (a)	Any one from: <ul style="list-style-type: none"> Talent not enough for success She wants to be successful 	(1)

Question Number	Answer	Mark
5 (b)	A levels or Abitur	(1)

Question Number	Answer	Mark
5 (c)	An apprenticeship (as a tailor/seamstress)	(1)

Question Number	Answer	Mark
5 (d)	Any one from: <ul style="list-style-type: none"> Practical aspects designing fashion on the computer cutting and sewing material 	(1)

Question Number	Answer	Mark
5 (e)	All day or Mornings, in the morning (1) Afternoons, in the afternoon (1)	(2)

Question Number	Answer	Mark
5 (f)	Any one from: <ul style="list-style-type: none"> She has hardly any She doesn't mind that she has so little. 	(1)

Question Number	Answer	Mark
5 (g)	Take a speaking test/exam.	(1)

Question Number	Answer	Mark
6(i)	C	(1)

Question Number	Answer	Mark
6(ii)	G	(1)

Question Number	Answer	Mark
6(iii)	A	(1)

Question Number	Answer	Mark
6(iv)	F	(1)

Question Number	Answer	Mark
7	Cross in boxes (b) (c) (e) (h)	(4)

Question Number	Answer	Mark
8 (a)	(ii)	(1)

Question Number	Answer	Mark
8 (b)	(i)	(1)

Question Number	Answer	Mark
8 (c)	(iii)	(1)

Question Number	Answer	Mark
8 (d)	(ii)	(1)

Question Number	Answer	Mark
8 (e)	(i)	(1)

Question Number	Answer	Mark
8 (f)	(iii)	(1)

Question Number	Answer	Mark
8 (g)	(i)	(1)

Question Number	Answer	Mark
8 (h)	(ii)	(1)

Edexcel GCSE

German

Unit 4: Writing in German

Sample Controlled Assessment Material

Paper Reference

5GN04/01

You do not need any other materials.

Turn over ►

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3/3



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Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment speaking tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as advised in the specification.

It is possible that, for some students, it is more appropriate for them to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Edexcel for marking.

Adaptation of tasks.

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students. (*An account of a concert could be changed to an account of a film.*)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure, whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change 'must refer to' to 'may refer to' or vice versa).
- to change the nature of the task Teachers may rewrite a task so that it takes on a different nature. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce guidance on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks (Media and culture)

Task 1

You are writing an article for a German-language website about what it is like to be a teenager in Britain today.

You could include information about the following:

- some details about your life and interests
- what you have done with friends recently
- what young people are interested in
- the difficulties of being a teenager in Britain
- how adults perceive teenagers
- your hopes for the future

Task 2

You have been asked to write an article in German about your favourite TV programme.

You should include details on the following:

- name and type of programme
- when and on which channel it is on
- who appears in the programme
- why you like it
- what changes you would like to see
- which other programmes you watch

Task 3

Your town is preparing for a special Youth Festival and you have been asked to produce a publicity leaflet for German speaking visitors.

You could include the following:

- information about key events
- comments from young people participating in the festival
- details about tickets, times and venues

Possible writing tasks (Sport and leisure)

Task 1

You have a week off school. You decide to write a blog for some German e-pals, telling them about each day. Make each day different!

For example:

- Day 1: why you have a week off school
- Day 2: what you did at home
- Day 3: what you did in town
- Day 4: a quiet day, when you didn't see any friends (maybe you found it boring)?
- Day 5: your plans for the weekend

Task 2

You are on work experience at a health and fitness centre. You have been asked to produce a web page to promote the centre to German speaking visitors.

It can include details on the following:

- place, day and time of the classes
- list of available activities
- benefits of regular exercise
- why it is important to keep fit
- *what a healthy lifestyle is*

Task 3

Write an imaginary magazine interview with a German-speaking sports personality. You will need to briefly introduce the personality and include questions and answers about him or her.

You may refer to some of the following:

- early life and passion for sport
- main achievements
- leisure interests and activities
- family life – marriage, children etc
- views on fashion, politics etc
- future intentions

Possible writing tasks (Travel and tourism)

Task 1

You are on work experience at your local tourist information office. You have been asked to create a web page in German to promote increased tourism.

Include details about the following:

- location
- travel
- shopping
- restaurants
- accommodation
- places of interest
- why people should visit your area

Task 2

You have recently spent a week on a school trip abroad. Write an article about your visit. You should mention the following details:

- how you travelled there
- description of a major city that you visited
- what you saw and did there
- whether you enjoyed your trip or not, and why
- where you would like to visit next

Task 3

You have been asked to produce a web page for an international travel company wishing to promote its service to potential German-speaking clients.

You will need to include the following:

- dates and days of the trip
- travel arrangements
- hotel rooms and other facilities
- catering arrangements
- leisure activities

Possible writing tasks (Business, work and employment)

Task 1

While on a work placement, you are asked to email a hotel in German with details of a conference that your company is organising.

You need to include the following details:

- the number and names of delegates and their job titles
- the dates of the conference at the hotel
- *give details of the company and what the conference is about*

You need to ask for the following information:

- details of transport links to and from the airport and train station
- a map of the town
- what other facilities are available at the hotel

Task 2

You have recently finished some work experience. Write an article in German about it.

You will need to include the details on:

- what kind of job you did
- how long you did the job
- the people you worked with
- what you liked and/or disliked, and why
- what you are planning for your future career

Task 3

Your German link school has asked you to write about the place of work where you spent your recent work experience for their school website.

It should include the following:

- location of the store
- opening hours
- range of products available
- special offers
- facilities, e.g. free parking, play area, restaurant etc

Example 1: Competition

A German magazine is offering a prize for the best account of a dream holiday. You enter the competition.

You must mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

The above task is structured so that students know exactly what they have to do. Although this is appreciated by many students, some may find this a constraint. Apart from the language that they produce, students will also be assessed on content and, therefore, their ability to complete the task (and related bullet requirements). This task is best suited to those seeking grades C – A.*

Example 2: Competition

A German magazine is offering a prize for the best postcard received. You write a postcard.

You must mention:

- where you are on holiday
- who you are with
- two holiday activities

The above illustrates how the first task has been adapted to produce a much shorter task (postcard) that is accessible to those encountering most difficulties when writing in German. The bullets still provide structure but call for less complex language, opinion and description. This task would pose insufficient challenge for most GCSE candidates and could be undertaken as one of two tasks within a controlled assessment.

Example 3: Competition

A German magazine is offering a prize for the best account of a dream holiday.

You could mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

*At first glance, this task differs only slightly from the first task but the use of the word **could** makes this task more open ended. Students would be less constrained in terms of creativity and fulfilling specific task requirements.*

Assessment criteria

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole. 	7-9
<ul style="list-style-type: none"> • Relevant key information is given but there may be may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker. 	1-3
<ul style="list-style-type: none"> • No relevant communication worthy of credit. • A mark of zero for Communication and content will mean a mark of zero for Knowledge and application of language and for Accuracy 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful. 	7-8
<ul style="list-style-type: none"> • Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success. 	5-6
<ul style="list-style-type: none"> • Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination. 	3-4
<ul style="list-style-type: none"> • Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted 	3
<ul style="list-style-type: none"> • Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. 	2
<ul style="list-style-type: none"> • Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

