

AQA GCSE German 8662

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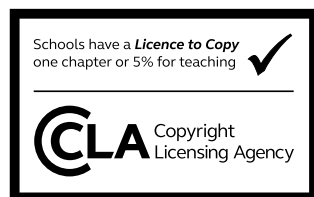
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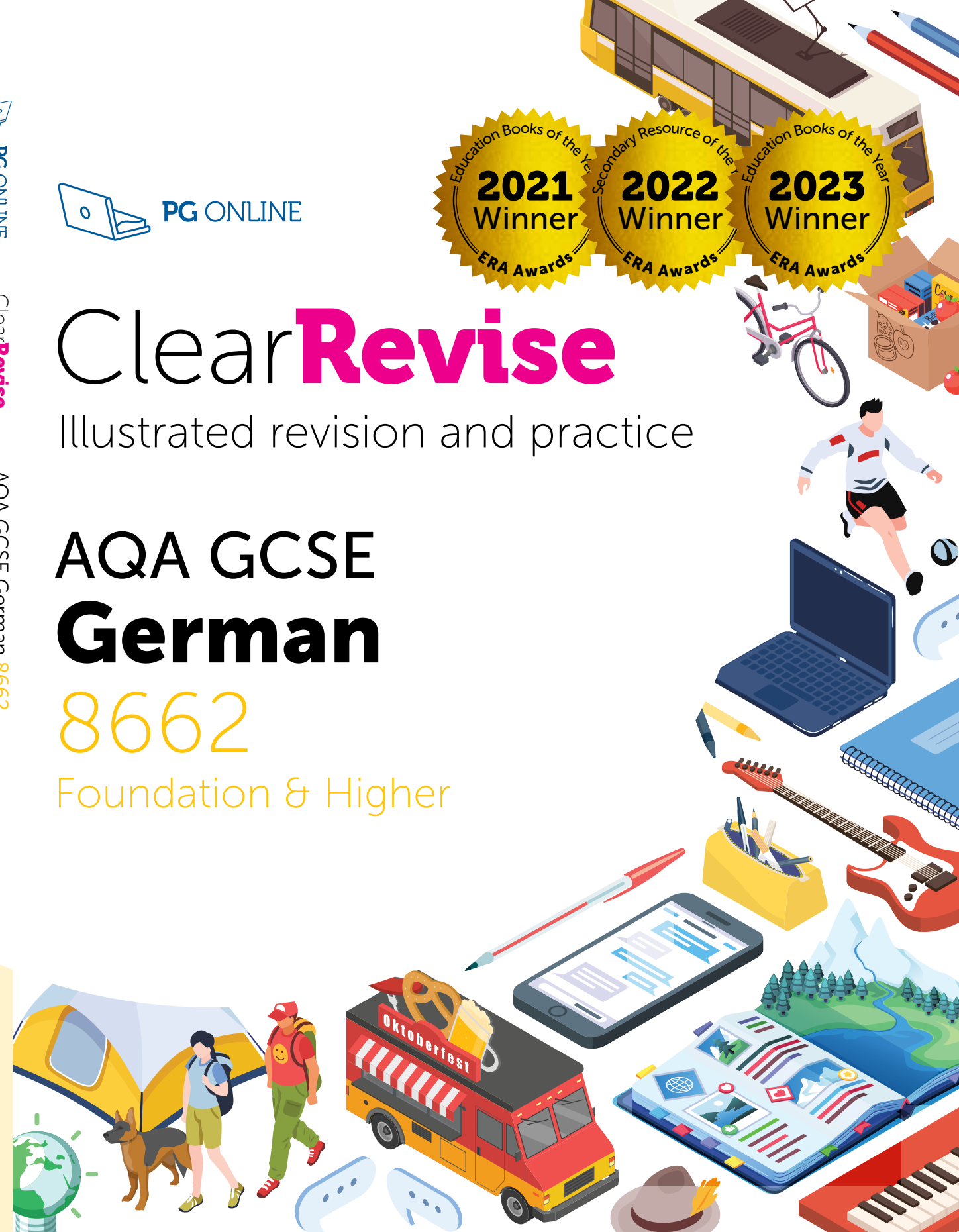
ClearRevise

Illustrated revision and practice

AQA GCSE German

8662

Foundation & Higher



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AQA GCSE **German** 8662

Illustrated revision and practice

Foundation and Higher

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PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace your exams and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

We have included worked examination-style questions with answers for each of the four papers. This helps you to understand where marks are coming from and to familiarise yourself with the style of questions you will be asked. There is also a set of exam-style questions at the end of each section for you to practise your responses. You can check your answers against those given at the end of the book.

A full **transcript** and **audio clips** can be downloaded from the **clearrevise.com** website, along with tips on how to approach the listening paper and guidance on marking each of the questions.

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THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting grammar and vocabulary and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, listen to songs in German. However, tunes without any lyrics will be far less detrimental to your memory and retention, and silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

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Tiers, mark schemes and marking guidance

All of the Higher tier exam practice questions in this book have been marked with an **H** symbol. Foundation level questions have been marked with an **F**. Boundary level questions may have both **F H**.

The answers to exam questions should be marked in accordance with the mark schemes published on the AQA website. A set of guidance notes on how to interpret the mark schemes for each question type on each paper can be downloaded from **ClearRevise.com**. This also contains advice and tips on how to gain as many marks as you can.

Understanding the specification reference tabs

This number refers to the Theme number.
In this example, **Theme 2: Popular culture**.

2.1

This number refers to the Topic number.
In this example, **Topic 1: Free-time activities**.

Downloading the speaking and listening clips

All of the MP3 audio clips can be downloaded from our website at **ClearRevise.com/8662**.

A full copy of the **transcripts** is also available to download.



Scan the **QR code** here or on each question with a **listening or speaking symbol**.

Then select the **track** indicated.

THE BASICS

No vocabulary is specified for KS2 or KS3 so this section includes some key words and phrases that students at all levels will find helpful. This book makes no assumptions about vocabulary previously taught.

BASIC WORDS AND PHRASES

Die Wochentage

The days of the week

Montag
Monday

Dienstag
Tuesday

Mittwoch
Wednesday

Donnerstag
Thursday

Freitag
Friday

Samstag
Saturday

Sonntag
Sunday



Like English, German capitalises its days of the week.
Every noun in German starts with a capital letter.

am Wochenende
at the weekend

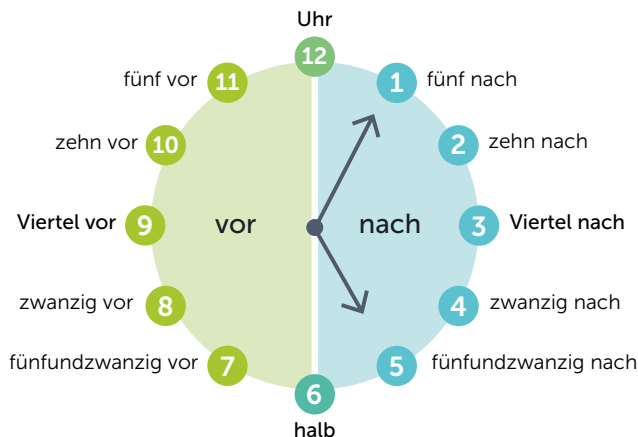
Useful phrases

am Montag	<i>on Monday</i>
jeden Montag	<i>every Monday</i>
dieses Wochenende	<i>this weekend</i>
nächste Woche	<i>next week</i>
heute	<i>today</i>
gestern	<i>yesterday</i>
vorgestern	<i>the day before yesterday</i>
gestern Morgen	<i>yesterday morning</i>
gestern Abend	<i>last night</i>
immer	<i>always</i>
nie	<i>never</i>

montags	<i>on Mondays</i>
jeden Tag	<i>every day</i>
letzten Samstag	<i>last Saturday</i>
letztes Jahr	<i>last year</i>
morgens	<i>in the mornings</i>
morgen	<i>tomorrow</i>
übermorgen	<i>the day after tomorrow</i>
morgen Nachmittag	<i>tomorrow afternoon</i>
heute Abend	<i>tonight</i>
manchmal	<i>sometimes</i>
oft	<i>often</i>

Wie spät ist es?

What time is it?



Es ist ... Uhr.
It is ... o'clock.

Es ist zehn Uhr dreizehn.
It is 10:13.





Es ist Viertel nach zehn.
It is quarter past ten.

Es ist Viertel vor elf.
It is quarter to eleven.

Es ist halb elf.
It is half past ten. (Literally, halfway towards eleven o'clock.)

Die Monate und Jahreszeiten

Months and seasons

Januar <i>January</i>	Februar <i>February</i>	März <i>March</i>		
April <i>April</i>	Mai <i>May</i>	Juni <i>June</i>	im Frühling <i>spring</i>	im Sommer <i>summer</i>
Juli <i>July</i>	August <i>August</i>	September <i>September</i>		
Oktober <i>October</i>	November <i>November</i>	Dezember <i>December</i>	im Herbst <i>autumn</i>	im Winter <i>winter</i>

Mein Geburtstag ist im Januar.

My birthday is in January.

Im Sommer gehen wir zum Strand.

In summer we go to the beach.

Heute haben wir den 13. (dreizehnten) November.

Today is the 13th of November.

Wir machen immer am 1. (ersten) Januar Party.

We always have a party on the first of January.

Die Zahlen

Numbers

1	eins	11	elf	21	einundzwanzig	40	vierzig
2	zwei	12	zwölf	22	zweiundzwanzig	50	fünfzig
3	drei	13	dreizehn	23	dreiundzwanzig	60	sechzig
4	vier	14	vierzehn	24	vierundzwanzig	70	siebzig
5	fünf	15	fünfzehn	25	fünfundzwanzig	80	achtzig
6	sechs	16	sechzehn	26	sechszwanzig	90	neunzig
7	sieben	17	siebzehn	27	siebenundzwanzig	100	(ein)hundert
8	acht	18	achtzehn	28	achtundzwanzig	1000	(ein)tausend
9	neun	19	neunzehn	29	neunundzwanzig	100 000	(ein)hundert-tausend
10	zehn	20	zwanzig	30	dreißig	1 000 000	eine Million

der/die/das erste

the first

der/die/das dritte

the third



To make ordinal numbers (fifth, sixth, etc.), add the endings **-te** or **-ste**.

When giving the date, these will often change to **-ten** and **-sten**.





PHONICS

These are the most important sounds in German. Listen to the recording, then have a go yourself.

Letter	Sound	Examples
ä	A narrow vowel sound. Give the 'ay' sound, like in the English word <i>say</i> , then narrow the corners of your mouth.	spät, Käse, Bär
au	Like 'ow' in the English word <i>how</i> .	laut, faul, Traum
äu	Like 'oy' in the English word <i>soya</i> .	häufig, Träume
ch	Like a hard 'h', almost a 'k'. Think of a cat hissing.	ich, sicher, nicht
ei	Like the English word <i>eye</i> . Often confused with the ie combination in German. The second letter is what makes the correct sound.	Eier, zwei, mein
er	Like 'air' in the English words <i>air</i> and <i>hair</i> . Like 'ur' in the English word <i>fur</i> .	er, der Mutter, Bruder
eu	Like 'oy' in the English word <i>soya</i> . Same sound as äu .	teuer, treu, Freund
ie	Like 'ee' or 'ea' in the English words <i>see</i> or <i>sea</i> . Often confused with the ei combination in German. The second letter is what makes the correct sound.	sie, Dienstag
j	Like 'y' in the English word <i>your</i> .	Jahr, Jugend, jeden
ö	A narrow vowel sound. Give the 'oh' sound in English and then narrow the corners of your mouth.	schön, Österreich
qu	A 'kv' sound.	bequem, Qualität
ß	The sharp 's'. Stands for a double 's', an 'ss' sound. Elongate the 's' sound in a German word with this letter.	heiße, Straße, groß
sch	Like 'sh' in the English word <i>ship</i> .	Schwester
sp-	A 'shp' sound when appearing at the start of a word.	Spaß, Sport
st-	A 'sht' sound when appearing at the start of a word.	Stein, still, streng
ü	A narrow vowel sound. Give the 'oo' sound, like in the English word <i>look</i> , and then narrow the corners of your mouth.	über, Übung
v	Like 'f' in the English word <i>feel</i> .	voll, vier, kreativ
w	Like 'v' in the English word <i>vase</i> .	was, warum
z	Like an 's' sound with a very slight 't' in front: 'ts'.	zehn, Zähne

Masculine and feminine nouns for people

Throughout this revision guide, you will see nouns in German referring to people. For example, this could be the word for friend (**der Freund**) or a job title (**der Lehrer** *teacher*, **der Trainer** *trainer*). This is the masculine version of each noun. To talk about a female person, add the letters **-in** to the end of the word: **die Freundin**, **die Lehrerin**, **die Trainerin**. Similarly, when you see the feminine noun form, you can remove the letters **-in** to talk about a male person.

TOPICS FOR THEME 1

People and lifestyle

Specification coverage

Topic 1 Identity and relationships with others

Topic 2 Healthy living and lifestyle

Topic 3 Education and work

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1–1.5 minutes. **F H**

Reading aloud passage and short

conversation – 15 marks.

Recommended time 2–2.5 minutes **F**

and 3–3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4–5 minutes **F** and 6–7 minutes **H**.



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****

50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from German into English, minimum of 35 words **F** or 50 words **H** (10 marks).



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**

1 hour 15 minutes **H**

50 marks, 25% of GCSE

Set of three short writing tasks. **F** only. 25 marks.

Translation of sentences from English into German, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.

RELATIONSHIPS WITH FAMILY

Wie verstehst du dich mit ...?

How do you get on with ...?

It is important to add detail. Relationships with the people around you are not just good or bad! One way to do this is to describe the relationship generally (F and H), and then add a reason to back that up, mentioning positive and negative aspects (H).

Generally ...		More specifically ...	
im Allgemeinen	<i>in general</i>	manchmal	<i>sometimes</i>
im Großen und Ganzen	<i>generally speaking</i>	einerseits andererseits	<i>on the one hand on the other hand</i>
generell	<i>in general</i>	jedoch	<i>however</i>

1. You read about two people's relationship with someone in their family. Answer the questions, giving the correct name each time, Simone or Leopold.



Ich verstehe mich im Allgemeinen gut mit meinem Bruder. Er ist einerseits sehr lieb und freundlich. Er ist aber auch manchmal nervig und wir streiten uns. **Simone**



Meine Großmutter ist generell fantastisch. Sie kann mich manchmal nicht verstehen, aber sie hilft mir mit meinen Problemen. **Leopold**

- 1.1 Who gets on generally with their relative?
- 1.2 Whose relative is fantastic?
- 1.3 Who describes their relative as friendly?
- 1.4 Whose relative can sometimes be annoying?
- 1.5 Whose relative helps them when they have problems?
- 1.6 Who argues with their relative?

1.1 Simone 1.2 Leopold 1.3 Simone 1.4 Simone 1.5 Leopold 1.6 Simone

2. You listen to a radio phone-in show. Three people talk about their relationships with family and friends. Select the most relevant statement for each person. (2.1–2.3)



A My partner is very supportive of me.	D My father is always positive.
B My parents are quite negative about my future.	E My sister and I do not always get along well.
C My partner makes fun of me.	F My father and I talk about everything.

2.1 F 2.2 E 2.3 A

Reflexive pronouns and verbs

Reflexive pronouns refer back to a person or a thing, e.g. myself, yourself, themselves.

mich *myself, me*

sich *himself, herself, itself, themselves*

dich *yourself*

uns *ourselves*

When you use a reflexive verb, a reflexive pronoun is always needed, after the verb. See the underlined words in the examples below.

Infinitive		Example	
sich interessieren für	<i>to be interested in</i>	Ich interessiere <u>mich</u> für Musik.	<i>I am interested in music.</i>
sich kümmern um	<i>to look after</i>	Wir kümmern <u>uns</u> um unsere Mutter.	<i>We look after our mother.</i>
sich streiten	<i>to argue</i>	Ich streite <u>mich</u> mit meinem Bruder.	<i>I argue with my brother.</i>
sich verstehen mit	<i>to get on with</i>	Er versteht <u>sich</u> gut mit seiner Schwester.	<i>He gets on well with his sister.</i>

3. Translate the sentences below into **German**.

- 3.1 I get on well with my stepbrother.
- 3.2 My brother is interested in film.
- 3.3 My sister looks after the dog.
- 3.4 My parents look after my grandmother.


3.1 *Ich verstehe mich gut mit meinem Stiefbruder.* 3.2 *Mein Bruder interessiert sich für Film.*
 3.3 *Meine Schwester kümmert sich um den Hund.* 3.4 *Meine Eltern kümmern sich um unsere Großmutter.*



EDUCATION AND WORK

Zusammensetzen

Putting it all together

1.  Mathias has moved house and is about to start a new school. He emails his friend.



Read the text and answer the questions in **English**.

Hallo Reinwald!

Gestern habe ich meine neue Hauptschule besucht. Die Schule fängt am nächsten Montag wieder an, aber es war gut, das Schulgebäude zu sehen und einige Lehrer kennenzulernen. Es ist viel größer als meine letzte Schule – hoffentlich werde ich mich nicht verlieren – aber es ist modern und sauber. Am besten ist, dass die Schule nicht so weit von meinem Haus liegt, also wird es sehr einfach sein, morgens zu Fuß zur Schule zu gehen.

Im Allgemeinen sind die Lehrer nett, außer dem Lehrer für Geschichte. Er war zu ernst für mich! Ich glaube, er wird streng sein.

Am schlimmsten ist, dass ich leider keine Schüler kenne. Das heißt, niemand wird mit mir in der Kantine oder in den Stunden sitzen. Das wird ein bisschen unangenehm sein.

Mathias

- 1.1 When does the new term start?
- 1.2 Why did he visit the school? (Give **two** details)
- 1.3 Why does the size of the school worry him?
- 1.4 What two things did he notice about the school building?
- 1.5 How will he get to school and why?
- 1.6 What was his impression of most of the teachers?
- 1.7 What did he think about the history teacher?
- 1.8 What does Mathias say is the worst thing about starting a new school?
- 1.9 Look at the last line. What do you think **unangenehm** means?

A confident **B** bullied **C** unpleasant

1.1 Next Monday. 1.2 To see the building and meet some teachers. 1.3 He thinks he'll get lost.
 1.4 It's modern and clean. 1.5 He'll walk; it's not far from his house. 1.6 They're nice.
 1.7 He was too serious; he will be strict. 1.8 Not knowing any other students. 1.9 C

2. Listen to these young people (2.1–2.4) talking about their current school. Are their opinions positive (**P**), negative (**N**) or both positive and negative (**P + N**)?

2.1 P 2.2 N 2.3 P + N 2.4 P + N



Dictation



3. **H** You will hear five sentences, repeated three times. Write them down in **German**. (Note that on the Foundation **F** paper, there are only four sentences.)

- 3.1 Ich habe Stunden für Geschichte und Erdkunde. 3.2 Die Schüler sind dieses Jahr unhöflich.
 3.3 Die Pause beginnt um elf Uhr. 3.4 Ich möchte Journalist oder Autor werden.
 3.5 Ich will Jugendliche unterstützen.

4. **F** Complete each sentence with the correct word.



- 4.1 Mein Lieblingsfach _____ Naturwissenschaften. (A sind B ist C wäre)
 4.2 Nächstes Jahr _____ ich weiterstudieren. (A werde B wird C werden)
 4.3 Es ist _____ wichtig, sich für einen Beruf zu interessieren. (A nicht B besonders)
 4.4 Ich möchte an der Uni _____ studieren. (A Note B Ausbildung C Literatur)
 4.5 Heute Nachmittag muss ich meine Hausaufgaben _____ .
 (A gemacht B machen C mache)

4.1 B 4.2 A 4.3 B 4.4 C 4.5 B

Photo card

5. Look at the two photos and make notes about what you can say about them. Then set a timer and talk about the content of the photos.

Foundation **F** students have **one minute** to talk and Higher **H** students have a **minute and a half**.
 Listen to the recording to hear a student talking about the photos.



Photo 1



Photo 2



6. You are writing to a German friend about school and your plans next year. Write approximately **90 words** in **German**. You must write something about each bullet point.



Mention:

- life at school
- your favourite subject
- what you plan to study next year

Example answer: Ich mag meine Schule und fast alle Fächer sind interessant, außer Mathe. Ich bekomme schlechte Noten, denn ich verstehe meinen Lehrer nicht und er ist gar nicht geduldig mit mir. Mein Lieblingsfach ist Sport, denn ich bin in vielen Sportarten schon sehr gut. Ich mag Basketball, aber am liebsten mache ich Leichtathletik. Nächstes Jahr muss man drei Fächer zum Abitur wählen. Ich werde Sport (natürlich!), Psychologie und Englisch lernen. Das ist ideal, um eine Karriere als Trainer zu bekommen, oder Arbeit im Ausland zu finden.

KEY VOCABULARY

Students are expected to know 1200 items of vocabulary for Foundation tier and a further 500 for Higher tier. This list has some of the key vocabulary for Theme 1, but there are many more words listed in the AQA specification and in an interactive spreadsheet on the AQA website.

arbeiten (an + noun)	<i>to work (on + noun)</i>
heiraten	<i>to marry</i>
unterstützen	<i>to support</i>
sich mit + Person verstehen	<i>to get on with + person</i>
essen	<i>to eat</i>
kochen	<i>to cook</i>
schlafen	<i>to sleep</i>
trinken	<i>to drink</i>
vermeiden	<i>to avoid</i>
organisieren	<i>to organise</i>
reisen	<i>to travel</i>
träumen	<i>to dream</i>
die Beziehung	<i>relationship</i>
die Kommunikation	<i>communication</i>
die Liebe	<i>love</i>
das Gefühl	<i>feeling</i>
der Typ	<i>bloke</i>
die Bewegung	<i>movement, motion</i>
die Gesundheit	<i>health</i>
die Krankheit	<i>illness</i>
der Körper	<i>body</i>
das Leben	<i>life</i>
die Kleidung	<i>clothing</i>
die Welt	<i>world</i>
der Freund / die Freundin	<i>friend</i>
der Unterricht	<i>lesson, class</i>
das Mobbing	<i>bullying</i>
erfolgreich	<i>successful</i>
kulturell	<i>cultural</i>
ledig	<i>single</i>
allein	<i>alone</i>
gefährlich	<i>dangerous</i>
sportlich	<i>sporty, athletic</i>

EXAMINATION PRACTICE

People and lifestyle – Reading

H You read a blog about family life on a German website.

Ich glaube, die Beziehung zwischen Eltern und Kindern ist jetzt nicht so eng als sie früher war. Ich denke, Eltern haben eine allgemein positive Einstellung und sind eigentlich entspannt. Für mich sind sie mehr wie Freunde, oder vielleicht ältere Geschwister. Die Jugendlichen haben in ihrem sozialen Leben mehr Freiheit. Das heißt, ihre Eltern sind heutzutage nicht so streng als früher. Am schlimmsten für Jugendliche ist das Problem von Geld. Familien müssen jetzt viel mehr ihre Kinder für länger unterstützen, denn die Jugendlichen haben wenige Chancen, unabhängig zu werden. Viele junge Leute wohnen normalerweise bei ihren Eltern zu Hause, bis sie dreißig Jahre alt oder älter sind.

die Einstellung – *attitude, outlook*

Complete these sentences. Write the letter for the correct option.

- 01 The parent–child relationship ...
A is difficult because of the generation gap. **B** has changed in recent years.
C is not so different from how it used to be. [1 mark]
- 02 These days, parents ...
A are more easy-going. **B** work longer hours. **C** choose to have fewer children. [1 mark]
- 03 Young people generally ...
A are well disciplined. **B** have more freedom. **C** respect their parents. [1 mark]
- 04 On the other hand, young people lack ...
A financial independence. **B** drive and initiative. **C** resilience. [1 mark]
- 05 Many young people ...
A start a family at a later age. **B** look for a house to share. **C** stay at home for several years. [1 mark]

You see an online forum where some Austrian students are discussing their lifestyle.

Who mentions what? Write **M** for Mila, **G** for Gisele, or **M + G** for Mila and Gisele. [6 marks]

Ich habe morgens keinen Hunger. Ich esse kein Frühstück und meine Mutter wird dann mit mir böse. Ich bringe zwei Stück Obst mit zur Schule und esse sie in der Pause. Ich gehe zu Fuß in die Schule und auch nach Hause. Es dauert dreißig Minuten. **Mila**

Ich stehe nicht gern früh auf und normalerweise ziehe ich meine Kleidung an und gehe dann sofort in die Schule. In der Pause kaufe ich in der Schulkantine etwas zu essen und eine Flasche Wasser. Ich bin sehr sportlich und spiele in vielen Mannschaften, schwimme und fahre jeden Tag mit dem Rad zur Schule. **Gisele**

- 06 How they get to school 08 Eating fruit 10 Doing a lot of walking
 07 Skipping breakfast 09 Having a drink 11 Going swimming

TOPICS FOR THEME 2

Popular culture

Specification coverage

Topic 1 Free-time activities

Topic 2 Customs, festivals and celebrations

Topic 3 Celebrity culture

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1-1.5 minutes. **F H**

Reading aloud passage and short conversation – 15 marks.

Recommended time 2-2.5 minutes **F**

and 3-3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4-5 minutes **F** and 6-7 minutes **H**.



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****

50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from German into English, minimum of 35 words **F** or 50 words **H** (10 marks).



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**

1 hour 15 minutes **H**

50 marks, 25% of GCSE

Set of three short writing tasks. **F** only. 25 marks.

Translation of sentences from English into German, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.

GERMAN FESTIVALS

Besuch bei einem traditionellen Fest

Visit to a traditional celebration

1. Read these texts about two German festivals and find the expressions in the texts.



Karneval

Ich habe in den Ferien in Köln den Karneval besucht. Es ist eine alte, historische Tradition aus dem 13. Jahrhundert und ist heutzutage in Deutschland, in Europa und in anderen Teilen der Welt sehr beliebt. Der Karneval in Köln findet im Februar statt. Die zwei wichtigsten Tage sind Rosenmontag und Faschingsdienstag. Man zieht Kostüme und Masken an, tanzt, singt und feiert durch die ganze Stadt. Ich habe mir auch den Karnevalsumzug angeschaut, mit Wagen, riesigen Puppen von Politikern und Gruppen von Clowns und Bands. Die Leute auf den Wagen haben Schokolade und Süßigkeiten auf die Straße geworfen. Die Stimmung war so aufregend!



Weihnachten

Ich habe letztes Jahr mit meinem Freund in Deutschland die Weihnachtszeit gefeiert. Man isst am 24. Dezember (Heiligabend) mit seiner Familie zu Hause ein großes Essen und bekommt Geschenke. Manche Leute gehen danach in die Kirche, um Weihnachtslieder zu singen. Am ersten Weihnachtstag, der ein christlicher Feiertag ist, bleibt man den ganzen Tag zu Hause oder geht spazieren. Jede Familie hat ihre eigenen Traditionen. Das finde ich sehr schön.

1.1 in the holidays

1.2 century

1.3 Rose Monday

1.4 Shrove Tuesday

1.5 costumes and masks

1.6 carnival parade

1.7 the people ... threw

1.8 the atmosphere was

1.9 Christmas time

1.10 Christmas Eve

1.11 Christmas songs

1.12 a Christian holiday

1.13 go for a walk

1.14 their own traditions

der Wagen *wagon, parade float* die Puppe *puppet*

1.1 in den Ferien

1.2 Jahrhundert

1.3 Rosenmontag

1.4 Faschingsdienstag

1.5 Kostüme und Masken

1.6 Karnevalsumzug

1.7 die Leute ... haben ... geworfen

1.8 die Stimmung war

1.9 die Weihnachtszeit

1.10 Heiligabend

1.11 Weihnachtslieder

1.12 ein christlicher Feiertag

1.13 geht spazieren

1.14 ihre eigenen Traditionen

Compound nouns

German often puts together combinations of two or more nouns. The gender of these nouns is the same as the gender of their final part.

der Feiertag	<i>national holiday</i>
die Silvesterfeier	<i>New Year's party</i>
das Weihnachtsgeschenk	<i>Christmas present</i>
das Geburtstagskleid	<i>birthday dress</i>
das Esszimmer	<i>dining room</i>



Read back through the texts across these pages and find the compound nouns. When reading any German text, look at the longer words and break them up into individual nouns, and use the contextual clues to help you figure out the meaning of the long word.

2. Fill in the gaps in the text with an appropriate compound noun from the word bank below.



Ich werde am Wochenende ein (2.1) Stadtfest besuchen. Es wird mein erstes (2.2) _____ sein und ich werde draußen sein und das schöne (2.3) _____ genießen. Ich denke, es gibt an solchen Festen etwas für jede Person. Ich liebe die (2.4) _____ und das Theater auf diesen Festen. Es gibt eine echte (2.5) _____, weil alle zusammen sind. Man hört vielen (2.6) _____ zu und tanzt, um den (2.7) _____ zu vergessen und Spaß zu haben.

Partybands Sommerwetter Sommerfest Straßenkünstler Partystimmung Alltagsstress

2.1 *Stadtfest* 2.2 *Sommerfest* 2.3 *Sommerwetter* 2.4 *Straßenkünstler*
2.5 *Partystimmung* 2.6 *Partybands* 2.7 *Alltagsstress*

Reading aloud

3. Read aloud this passage and then listen to the recording to check your pronunciation.



TRACK 38

Ich finde Feste wunderschön. Viele Leute feiern Weihnachten in Deutschland. Man verbringt Zeit mit Familie und Freunden und bekommt oft tolle Geschenke. Ich gehe auch gern im Sommer zum Straßenfest. Es gibt immer viel Tanz und Musik.



TOPICS FOR THEME 3

Communication and the world around us

Specification coverage

- Topic 1 Travel, tourism and places of interest
- Topic 2 Media and technology
- Topic 3 The environment and where people live

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:
35 minutes **F**, 45 minutes **H**
40 marks **F**, 50 marks **H**
25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****
50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from German into English, minimum of 35 words **F** or 50 words **H** (10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):
7–9 minutes **F** or 10–12 minutes **H** +
15 minutes' supervised preparation time
50 marks, 25% of GCSE

Role play – 10 marks, 1–1.5 minutes. **F H**

Reading aloud passage and short conversation – 15 marks.

Recommended time 2–2.5 minutes **F**
and 3–3.5 minutes **H**.

Minimum 35 words **F** and
minimum 50 words **H**.

Photo card discussion (two photos) –
25 marks.

Photo card discussion time:
4–5 minutes **F** and 6–7 minutes **H**.



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**
1 hour 15 minutes **H**
50 marks, 25% of GCSE

Set of three short writing tasks. **F** only.
25 marks.

Translation of sentences from English
into German, minimum 35 words **F**,
or 50 words **H** (10 marks).

Produce a piece of writing in response
to three compulsory bullet points,
approximately 90 words in total. Choose
from two questions (15 marks). **F H**


Open-ended writing task.

Two compulsory bullet points,
approximately 150 words in total. Choose
from two questions. (25 marks). **H** only.

THE ENVIRONMENT AND WHERE PEOPLE LIVE

Zusammensetzen

Putting it all together

1.  Read what Elissa and Raphael say about where they live. Who mentions each aspect listed below? Elissa (**E**), Raphael (**R**) or both Elissa and Raphael (**E + R**)?



Ich wohne in einer Stadt in Süddeutschland. Es ist eine wunderbare Gegend mit Bergen und grüner Landschaft. Es ist eine sehr grüne Region, weil es hier mehr regnet als in anderen Bundesländern.

In den Städten gibt es wegen der Fabriken und Autos Probleme mit Luftverschmutzung. Jedoch ist es einfach, die Stadt zu verlassen und die frische Luft zu genießen. Ich lebe seit sieben Jahren hier und ich denke, es ist der beste Ort der Welt! **Elissa**



Ich lebe in Norddeutschland an der Ostsee. Es ist eine sehr schöne Region mit Städten, traditionellen Häusern und roten Blumen. Allerdings wohne ich direkt am Strand. Es gibt leider sehr hässliche Orte mit riesigen Hotels und Orte, die nur für Touristen gemeint sind. Meiner Meinung nach haben sie das Gebiet zerstört, da es immer zu viele Bauarbeiten gibt. Hier bemerkt man, wie der Klimawandel jedes Jahr deutlicher wird, denn wir kriegen sehr hohe Temperaturen. **Raphael**

1.1 the weather

1.3 the scenery

1.5 how long they have lived there

1.2 air pollution

1.4 traditional homes

1.6 the impact of visitors to the area

1.1 E + R

1.2 E

1.3 E + R

1.4 R

1.5 E

1.6 R

2. You are in Austria visiting your friend, Martin. His mother is showing you around the house. Listen to what she says (2.1–2.4).
Select the correct option in each sentence.



2.1 You will **stay in a university residence** / share Martin's room / have your own room.

David is **Martin's brother** / staying with a friend / a university lecturer.

2.2 The bedroom is missing **a cupboard** / a chair / a table.

The missing item is currently in the **kitchen** / dining room / lounge.

2.3 The bathroom is **at the end of the corridor** / next to your room / opposite Martin's room.

2.4 They eat meals **in the dining room** / on their knees in the lounge / at the kitchen table.

2.1 have your own room / Martin's brother 2.2 a chair / lounge

2.3 next to your room 2.4 in the dining room



Photo card

3. Look at the two photos and prepare ideas on what to say about them. Remember to say something about both photos and to talk for **one minute (F)** or **one and a half minutes (H)**. Then listen to the recording to hear an example of what could be said.



TRACK 81



Photo 1



Photo 2

4. **H** Translate these sentences into **German**.



- 4.1 My favourite room in the house is my bedroom, because it is comfortable and peaceful.
- 4.2 There was a library behind the shopping centre, but they closed it.
- 4.3 In my town the best thing is that there is a lot to do for young people.
- 4.4 We collected litter in the school yard, and I helped to plant some trees.
- 4.5 We must protect the forest and our threatened animal species.

- 4.1 *Mein Lieblingszimmer ist mein eigenes Zimmer, weil es bequem und ruhig ist.*
- 4.2 *Es gab eine Bibliothek hinter dem Einkaufszentrum, aber man hat sie geschlossen.*
- 4.3 *In meiner Stadt ist das Beste, dass es viel für junge Leute zu tun gibt.*
- 4.4 *Wir haben auf dem Schulhof Müll gesammelt und ich habe geholfen, Bäume zu pflanzen.*
- 4.5 *Wir müssen den Wald und unsere bedrohten Tierarten schützen.*



GRAMMAR

The grammar requirements for GCSE are set out in two tiers: Foundation and Higher.

Students are required to use their knowledge of grammar from the specified lists, appropriate to the relevant tier of entry.

Students completing Higher tier assessments will be required to apply all grammar listed for Foundation tier in addition to the grammar listed for **H** Higher tier.

CASES

In an English sentence like 'The dog is eating the apple!' the two definite articles are the same – 'the'. In German, the articles are different, depending on grammatical cases; so that sentence would need **der** and **den**: **Der Hund isst den Apfel!**

The endings of articles and adjectives in a sentence relate to who or what does the action (the subject), and who or what is the target or object of that action.

German has four cases in total: nominative (the subject of the sentence); accusative (the direct object); dative (the indirect object); and genitive (illustrating a relationship between two nouns).



The genitive case is the least common of the four cases. Candidates at Foundation **F** and Higher **H** tier need to know the nominative, accusative and dative cases. Only candidates at Higher **H** level need to recognise the genitive in listening and reading papers and know what it means.

Nominative

The **nominative** case describes the noun or pronoun who/which does the action. This is the **subject** of the verb and is frequently at the start of the sentence.

Ich bin dreizehn Jahre alt und wohne in England. *I am thirteen years old and live in England.*

Der Junge macht heute Abend seine Hausaufgaben. *The boy is doing his homework this evening.*

Wir spielen dreimal pro Woche Fußball. *We play football three times a week.*

With inverted word order, the subject is placed as the third element or idea in a sentence, directly after the verb.

Heute Abend macht der Junge seine Hausaufgaben. *This evening the boy is doing his homework.*

Dreimal pro Woche spielen wir Fußball. *Three times a week we play football.*

Accusative

The **accusative** case indicates the person or thing which is the **direct object** of the action. Most verbs are followed by the accusative form of nouns, including: **haben** *to have* and **es gibt** *there is/are*.

Ich habe eine Katze und einen Fisch.

I have a cat and a fish.

Ich besuche meine Schwester jeden Monat in Berlin. *I visit my sister every month in Berlin.*

Meine Eltern finden das Hotel bequem.

My parents find the hotel comfortable.

Dative

The **dative** case refers to the person or thing which is the **indirect object** of the action ('to' or 'for' someone or something).

Ich gebe meinem Freund ein Geschenk.

I am giving my friend a present. / I am giving a present to my friend.

Sie schreibt ihrer Mutter eine SMS.

She is writing her mother a text message. / She is writing a text to her mother.

Diese Tasche gehört ihm.

This bag belongs to him.



⊕ Genitive

The **genitive** case shows a relationship between two nouns. The first noun is 'owned by' or depends on the noun in the genitive case.

Die Fenster des Hauses waren nicht geschlossen. *The windows of the house were not closed.*

Das Buch meiner Mutter ist nicht so interessant. *My mother's book is not so interesting.*

Ich höre die Musik dieses Sängers. *I am listening to this singer's music.*



Instead of the genitive, it is often possible to use **von** + dative:

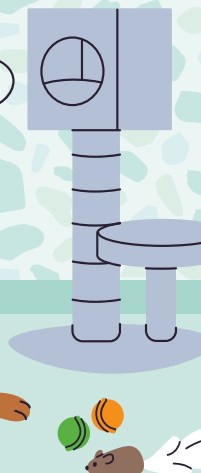
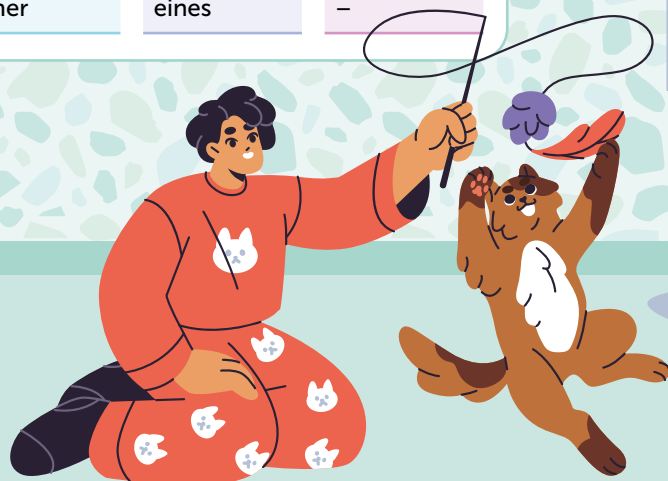
die Fenster vom Haus *the windows of the house*

Definite articles ('the') in different cases

	Masculine	Feminine	Neuter	Plural
Nominative	der	die	das	die
Accusative	den	die	das	die
Dative	dem	der	dem	den
⊕ Genitive	des	der	des	der

Indefinite articles ('a', 'an') in different cases

	Masculine	Feminine	Neuter	Plural
Nominative	ein	eine	ein	–
Accusative	einen	eine	ein	–
Dative	einem	einer	einem	–
⊕ Genitive	eines	einer	eines	–



PRONOUNS

Subject pronouns

Subject pronouns are the words that refer to the person or thing doing the action of the verb. English examples: 'He is making the dinner.' 'We watched a film.' 'It isn't working.'

ich	<i>I</i>	wir	<i>we</i>
du	<i>you (singular, informal)</i>	ihr	<i>you (plural, informal)</i>
er	<i>he</i>	sie*	<i>they</i>
sie	<i>she</i>	Sie*	<i>you (plural or singular, formal)</i>
es	<i>it</i>		
man	<i>you, one, people in general</i>		



* These pronouns are differentiated from **sie** (she) through verb endings.

These pronouns mostly appear before a verb, instead of the name of a person or a thing. They appear after a verb when word order is inverted, to preserve the verb as the second idea.

Petra geht heute nicht in die Schule. Sie ist leider krank.

Heute geht Petra nicht in die Schule. Leider ist sie krank.

Petra is not going to school today. Unfortunately, she is ill.

Du, ihr, man and Sie

The pronouns **du**, **ihr**, **man** and **Sie** mean 'you'. It's essential to use the right one for the context!

Use **du** when addressing one person directly, often a friend or family member.

Was machst du morgen, Max? *What are you doing tomorrow, Max?*

Du hast keine Ahnung. *You have no idea.*

Use **ihr** when speaking to two or more people who you would normally address singly with **du**.

Ihr arbeitet jetzt zu zweit. *You (all) are now working in pairs / in twos.*

Use **man** when referring to a person or a general group of people within a particular situation.

Man wohnt im Urlaub oft in einem Hotel. *You often stay in a hotel on holiday.*

Man trägt beim Karneval ein Kostüm. *People wear a costume to the carnival.*

Use **Sie** with the third person plural of the verb to be extra respectful and polite to a singular person or a group of people, for example to a friend's parent, your school's headteacher, staff at a café, and to ask someone on the street for directions.

Generally speaking, if you do not know the individual(s) personally, use **Sie** to address them.

Möchten Sie jetzt zahlen? *Would you like to pay now?*

Entschuldigen Sie bitte. *Excuse me, please.*



PREPOSITIONS

Prepositions link a noun, pronoun or infinitive to another element in the sentence.

Prepositions affect the article ('the' or 'a') that is used with the noun, so you need to check you are using the correct form of that article, direct (**accusative**) or indirect (**dative**).

Prepositions with the accusative

bis	until, as far as	gegen	against, towards, about (time-wise)
durch	through	ohne	without
für	for	um	around (a place), at (a time)

Prepositions with the dative

außer	except for	nach	after, to(wards)
aus	out of, originating from, made of	seit	since / for (period of past time)
bei	at the (house / shop) of, in the event of ...	von	of, from, by
mit	with	zu	to, at

Prepositions with the dative or accusative

an	at (the side of), on	über	over, about, via
auf	on (top of)	unter	under, among
hinter	behind	vor	before, in front of
in	in(to), in(side)	zwischen	between
neben	next to		

When the sentence indicates **motion**, you would use these prepositions with the **accusative**.

Ich lege meine Tasche auf den Tisch.

I am putting my bag on(to) the table.

When the sentence refers to a **static position**, you would use these prepositions with the **dative**.

Meine Tasche liegt auf dem Tisch. *My bag is on the table.*



Contracted prepositions

When the prepositions **an**, **bei**, **in**, **von** and **zu** are used in the accusative and dative, they can merge with the **definite article** into a contracted form.

an das → ans	ans Meer gehen <i>to go to the sea</i>
an dem → am	am Montag <i>on Monday</i>
bei dem → beim	beim Großvater wohnen <i>to live at your grandfather's</i>
in das → ins	ins Konzert gehen <i>to go to a classical concert</i>
in dem → im	im Sommer <i>in the summer</i>
von dem → vom	vom Platz <i>from the square</i>
zu dem → zum	zum Flughafen fahren <i>to travel to the airport</i>
zu der → zur	zur Schule gehen <i>to go to school</i>

Verbs followed by prepositions

Many German verbs must be followed by a particular preposition. The preposition does not always correspond to the English equivalent, so you will need to learn them. For example, note the contrast between **für** and English *in* in this sentence:

Sie interessiert sich für deutsche Filme.

She is interested in German films.

ankommen an + dat. noun	<i>to arrive at</i>
auskommen mit + dat. noun	<i>to get on with</i>
denken an + acc. noun	<i>to think of</i>
erzählen von + dat. noun	<i>to tell about</i>
gehen um + acc. noun	<i>to be about</i>
hoffen auf + acc. noun	<i>to hope for</i>
sich interessieren für + acc. noun	<i>to be interested in</i>
schützen vor + dat. noun	<i>to protect from</i>
sich kümmern um + acc. noun	<i>to take care of</i>

Seit and vor

Seit means 'since' or 'for', in the sense of a period of time. To say how long you have been or were doing something, use **seit** + a period of time, followed by the verb in the present tense.

Vor means 'ago'.

When you use these, remember the word order is different from English.

Seit zwei Jahren esse ich kein Fleisch.

I have not eaten meat for two years.

Seit einem Monat studiert Sylvie an der Uni.

Sylvie has been studying at uni for a month.

Vor drei Wochen bin ich ins Kino gegangen.

I went to the cinema three weeks ago.

Vor einem Jahr hat Tanja neue Schuhe gekauft.

Tanja bought new shoes a year ago.

VERB TABLES

Weak (regular) verbs

All weak verbs use the endings shown here for the present tense.

Infinitive: lernen *to learn*

	Present	Perfect	H Imperfect	Future
ich	lerne	habe ... gelernt	lernte	werde ... lernen
du	lernst	hast ... gelernt	lernstest	wirst ... lernen
er / sie / es / man	lernt	hat ... gelernt	lernte	wird ... lernen
wir	lernen	haben ... gelernt	lernten	werden ... lernen
ihr	lernt	habt ... gelernt	lerntet	werdet ... lernen
sie / Sie	lernen	haben ... gelernt	lernten	werden ... lernen

Strong (semi-regular) verbs

These use the same present tense endings as weak verbs, but there are vowel changes in the verb stem, in the forms for **du** and **er/sie/es/man**.

Infinitive: sprechen *to speak*

	Present	Perfect*	H Imperfect	Future
ich	spreche	habe ... gesprochen	sprach	werde ... sprechen
du	sprichst	hast ... gesprochen	sprachst	wirst ... sprechen
er / sie / es / man	spricht	hat ... gesprochen	sprach	wird ... sprechen
wir	sprechen	haben ... gesprochen	sprachen	werden ... sprechen
ihr	sprecht	habt ... gesprochen	spracht	werdet ... sprechen
sie / Sie	sprechen	haben ... gesprochen	sprachen	werden ... sprechen

*Remember that verbs of movement and transition take the conjugated form of **sein** instead of **haben** in the perfect tense – as in the example in the table below.

Infinitive: bleiben *to stay*

	Present	Perfect*
ich	bleibe	bin ... geblieben
du	bleibst	bist ... geblieben
er / sie / es / man	bleibt	ist ... geblieben
wir	bleiben	sind ... geblieben
ihr	bleibt	seid ... geblieben
sie / Sie	bleiben	sind ... geblieben



EXAMINATION PRACTICE ANSWERS

For detail on how the exam will be marked, you can download the mark schemes from the AQA website and marking guidance from **ClearRevise.com**.

Theme 1 People and lifestyle

Reading

01 B 02 A 03 B 04 A 05 C [5 marks]

06 M + G 07 M + G 08 M 09 G 10 M 11 G [6 marks]

Listening

01 B 02 E 03 D 04 H 05 A 06 G [6 marks]

	Model answer	Accept	Reject	Mark
07	had to do all subjects / had no choice	had to learn all subjects		1
08	some of her friends would do no exercise	some friends wouldn't do any sport		1
09	homework three times a week	three lots of homework a week		1
10	water sports	aquatic sports		1
	other activities / climbing	activities in open air		1

Dictation

[10 marks]

- 11 Ich werde im September vier Fächer wählen.
- 12 Wir tragen als Uniform eine gelbe Krawatte.
- 13 Gekochte Eier sind lecker.
- 14 Meine Schwester will jetzt weniger Fleisch essen.
- 15 Der Unterricht in der Schule ist unglaublich schwierig.

Speaking

Role play

Examples of answers and marks awarded: [10 marks]

	2 marks	1 mark	0 marks
01	Mein Freund/Meine Freundin hat blonde Haare.	Schlank.	Freund gross (mispronunciation of groß)
02	Er/Sie ist freundlich.	Lustig.	Verstanden.
03	Mir gefällt die Schule.	Gefällt die Schule.	goote Schoole (mispronunciation of gute Schule)
04	Mein Lieblingsfach ist Mathe.	Liebblingsfach Englisch.	Deutschland.
05	Beschreibe deine Familie.	Große Familie?	Familie?

Reading aloud task (5 marks; conversation 10 marks)

06 Check your pronunciation by listening to the **recording**. [5 + 10 marks]

Photo card

- 07 Response to content of photos (5 marks)
Listen to the **recording** to hear an example of a student talking about the two photos.
- 08 Photo card unprepared conversation (15 marks)

GUIDANCE ON GETTING TOP MARKS

+ Download pack

A full online version of this guidance gives you more advice on how to develop your answers progressively through the full range of marks. Download the complete pack from [ClearRevise.com](https://www.clearrevise.com)

Listening exam

Paper 1

📌 Foundation and 📌 Higher tiers | Full marks

In **Section A** of the exam, questions will either be multiple choice or they will need to be answered in English. In **Section B** you will have a dictation task where you need to write down what you hear in German. For the dictation there will be about 20 words in German at Foundation tier and about 30 at Higher. You will hear each item **twice** in Section A and **three** times in Section B.

Section A

In Section A, these are some of the types of question you will hear:

- **Positive/Negative/Positive + Negative.** In this type of question, you will hear what people think about something. You write P if you think it is all positive; N if it is all negative; P + N if you think there is a mixture of both. Listen very carefully. You may hear **interessant** on the first hearing, but just check what comes just before when you hear it for the second time. **Ich finde es interessant** is positive, but **ich finde es nicht interessant** is negative.
- **Choosing A, B or A + B.** You will hear someone speaking and you have to decide whether statement A, statement B or both A + B are correct. You may be sure that one of them is correct on the first hearing, but listen carefully on the second hearing to make sure the other statement isn't also correct.

Section B

In Section B, for the dictation, you will hear a number of short sentences in German. Usually there will be **four** sentences at Foundation tier and **five** at Higher. For each sentence, this is what happens:

- you hear the whole sentence.
- you hear the sentence broken up into two or three sections.
- you hear the whole sentence again.

If you hear it for the first time and there is something you miss, don't panic! You still have two chances to hear it again and get it right.



Remember: At the end of the exam, you have 2 minutes to check your answers in the whole paper. This gives you a chance to look again at what you have written for the dictation and to spot any careless errors you may have made.



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EXAMINATION TIPS

When you practise examination questions, use the following tips collated from years of experience and examiner reports to help you maximise your result.

Written exams (Listening, Reading, Writing)

1. Ensure your handwriting is clear and legible.
2. Cross out any mistakes with one clear line.
3. Read the question instructions carefully.
4. **For Listening:**
 - Don't write answers while the recording is playing. Wait for the pause between the two recordings of a question or the pause between one question and the next.
 - In the dictation, you hear everything three times in total. Check your spellings when you hear each section.
5. **For Reading:**
 - Read forwards and backwards in a text from the key word in the question. Sometimes the answer comes after the key word and sometimes it comes before. Translate every word in the paragraph.
6. **For Listening and Reading:**
 - Look at the heading of the question. It is in English and gives you the question context, for example 'School'.
 - If you are asked to give a certain number of details, only give that number.
 - When answering with a letter, make sure the letter is written clearly. For example, the letter A can look like an H if you leave a gap at the top.
 - Don't leave any answers blank. A blank response will always score 0 but a guess may get a mark.
7. **For Writing:**
 - If a question asks you to write an approximate number of words, try to keep to roughly that number. If you write much more than that, you may make more errors and this can lead to a lower mark.
 - Mention all of the bullet points in an answer and tick them off on the question paper as you cover them.
 - Check that you don't miss out any parts of the translation.
 - Check your work carefully, especially verb tenses and endings.

Speaking exam

8. Use the 15 minutes of preparation time wisely. You can write notes for what you are going to say for the role play and for the description of the photos. For the reading aloud passage, you can write down tricky words as you will say them, for example *beziehung* as *bah-tzee-yung*.
9. You can ask for repetition of a question in any part of the test, but make sure you ask in German. You can say **Nochmal, bitte.**
10. Speak clearly at all times and don't read your notes from the preparation time too fast. There are no extra marks for speaking quickly.

Viel Glück!

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