

SEC SYLLABUS (2015)

GERMAN

SEC 16

SYLLABUS

**German SEC 16
Syllabus**

(Not available in September)

Paper I: Aural/Oral & Language Modules (2 hr) + Paper II: Written (2 hr)

INTRODUCTION

The syllabus which is here presented has been designed to lead to a teaching syllabus and scheme of examination which will provide:

- a) a system which differentiates between candidates on the basis of positive achievement rather than failure;
- b) a system in which the lower grades represent a useful achievement and an ability to achieve genuine standards of communicative competence in real life situations;
- c) a system which enables all candidates to gain grades according to their competence.

AIMS

The aims of a course in German leading to the award of a Secondary Education Certificate should be:

1. to develop the ability to use the language effectively for purposes of practical communication;
2. to develop the ability of learning to learn and to evaluate one's own learning;
3. to offer insights into culture and civilization, intercultural awareness and notions of human universal values;
4. to contribute to the cognitive and affective development of the student;
5. to provide enjoyment and intellectual stimulation.

ASSESSMENT OBJECTIVES

LISTENING (A2+) – Candidates must show the following ability:

- i They recognize the communicative function of certain text types.
- ii They establish the connection between the listening text and the picture.
- iii They work out the meaning of selected main points of information in complex text types such as interview, news and short reportages.
- iv They can recognise judgments and opinions.
- v They can understand details from everyday conversations, e.g. in a travel agency, youth club, etc.
- vi They can work out the meaning of details selectively in news, advertisements, and programme announcements on T.V. and radio as well as in simple descriptive texts.
- vii They understand in detail conversations and statements on topics and situations already dealt with.
- viii They understand with and / or without previous explanation short literary forms such as poems and songs.
- ix They make use of the following strategies while listening:
 - they recognise intonation models, linguistic and metalinguistic means of expressing affirmation and negation.
 - they already make use of known models of word building.
 - they recognise internationalisms.
 - they put forward hypotheses and examine them.
 - they recognise redundant information and its function in different text types.
 - they recognise the construction of a text they hear.
 - they recognise key words and key information in a text.

SPEAKING (A2+) – Candidates must show the following ability:

- i. They formulate short descriptive texts in answer to a verbal or visual impulse.
- ii. They reproduce stories or tales.
- iii. They narrate a self-created story to a picture or photo.
- iv. They narrate a story according to a given picture.
- v. They express themselves with or without key words noted down before.
- vi. They narrate stories they experienced or invented.
- vii. They carry out face-to-face conversations as well as telephone conversations in the parameters of topics and situations already treated.
- viii. They formulate questions and build up an interview
- ix. They participate in role-plays taking a role previously agreed upon.

READING (A2+) – Candidates must show the following ability:

- i. They are in a position to identify the text types listed below.
- ii. They can select information from more complex informative, descriptive and/or directive text types such as reports from a newspaper and magazines, catalogue, travel timetable, weather report, diagram, information brochure, reportage, curriculum vitae, instructions for use, recipe, directives.
- iii. In view of details, they understand the following text types: personal letter, letter to the editor, description, fairy tale, comics, poem, short story, joke.
- iv. While reading, they make use of the following strategies:
 - They recognize the function and parameters of communication of the various text types.
 - They recognize the correlation between text and picture.
 - They look for and mark the main points of information in a text.
 - They establish the connection between the title of a text and the main points of information.
 - They find arguments and main points in the text and mark them.
 - They refer to the context when working out a detailed meaning of the text and make use of rules for word building.
 - They perceive the foreign culture, in that they have a critical look at their own culture in the process.
 - They make use of the knowledge, skills and strategies, which they have acquired in the lessons of their mother language or of their first foreign language, when deducing pieces of information from texts or when making connections between them.

WRITING (A2+) – Candidates must show the following ability:

- i. They fill in complex forms.
- ii. They write greeting cards, invitations, personal letters, e-mails, telegrams.
The personal letters contain concrete facts and experiences.
- iii. They note down key words while hearing or reading a text.
- iv. They fill in tables and work out flow charts on texts they have heard or read.
- v. They write short reproductions of texts dealt with in the lesson.
- vi. They write expanded plans for oral contributions.
- vii. They construct short original texts to pictures, photos, caricatures, comics.
- viii. They learn the socio – cultural manners necessary for the written expression e.g., address in a personal and formal letter, polite phrases, etc.

Grammatical Content

1. Articles

Definite & Indefinite, Singular & Plural, Positive & Negative; all cases; all genders:

der, die, das; ein, eine; kein, keine.

2. Nouns

Singular & Plural, all cases; all genders.

3. Pronouns

Personal	- Singular & Plural; all persons; Nom, Acc & Dat: <i>ich, du, er, sie, es, wir, ihr, sie, Sie.</i>
Possessive	- Singular & Plural; all persons; all cases; all genders: <i>mein, dein, sein, ...</i>
Demonstrative	- Singular & Plural; all cases; all genders : <i>dieser, -e, -es; jener, -e, -es; ...</i>
Interrogative	- Nominative, Accusative, Dative: <i>wer?, was?, welcher, -e, -es?</i>
Reflexive	- Singular & Plural, all persons; Acc & Dat; <i>mich, dich, sich, ...</i>
Indefinite	- all cases: <i>man, jemand, niemand, einer, keiner, jeder, was.</i>
Relative	- Singular & Plural, all genders; Nominative, Accusative & Dative.
Reciprocal	- <i>einander.</i>
Impersonal	- <i>es, etwas, nichts.</i>

4. Adjectives

Predicative use

Attributive use – Singular & Plural, all cases; all genders.

Interrogative - Singular & Plural, all genders: *was für ein/e?; was für welcher, -e, -es?*

Quantitative - *all-, jed-, beid-, wenig, einig-, viel, ander-, genug, mehr, mehrer-, ein bisschen, ein paar.*

Participial - all cases: *geschrieben-, ...*

Comparative & Superlative.

5. Verbs

Strong, weak, mixed, compound, reflexive, impersonal, modal; Singular & Plural, all persons

Indicative Active - Präsens, Präteritum, Futur, Perfekt, Plusquamperfekt.

Indicative Passive - Präsens, Präteritum.

Imperative - Singular & Plural, all persons, Friendly & Polite form

Infinitive - + *zu*; + *um ... zu, statt...zu, ohne...zu.*

Konjunktiv II - *wäre, hätte, könnte, sollte, möchte, würde* + Infinitive.
Recognition of more common verbs.

Verbs + Accusative; + Dative; + Accusative & Dative.

Prepositional phrases - *e.g., bitten um, sich interessieren für*

Lassen as an auxiliary verb.

6. Adverbs

Of time, manner, place, reason, mood (*gern/ lieber/ am liebsten*).

Interrogative; Negative; Comparative & Superlative

Pronominal - *Worauf? - Darauf, damit, dafür, ...*

Adverbial phrases.

7. Prepositions

Prepositions with Accusative; with Dative; with Accusative & Dative.

Prepositions with Genitive: *wegen, während, statt, trotz.*

8. Conjunctions

Coordinating - *und, aber, denn, oder, sondern.*

Adverbial - *also, nun, doch.*

Correlative - *weder... noch; entweder...oder; zwar...aber; sowohl... als auch; so...wie, nicht...nur*

Concessive - *trotzdem, deshalb, außerdem, darum, deswegen.*

Subordinating - *als, wenn, bevor, bis, seit, nachdem, damit, weil, dass, da, ob, obgleich, obwohl, während.*

9. Numbers

Cardinal: *eins*, ordinal: *erste*; adverbial: *erstens...*; complex: *einmal...*

10. Clauses

Main	- Statement, Question, Command.
Subordinate	- Adjectival - <i>der, die, das; welcher, -e, -es</i>
	- Noun - Indirect Statement: <i>dass</i> . - Indirect Question: <i>ob, wer, was</i> .
- Adverbial	- Final(purpose): <i>damit, um...zu</i> + infinitive
	- Conditional: <i>wenn</i> .
	- Reason: <i>weil</i>
	- Concession: <i>obwohl</i>
	- Relative: <i>wer, der</i>
	- Manner: <i>wie</i>
	- Time: <i>als, bevor, bis, seit, nachdem, während</i> .

11. Word order

Position of the Verb in the first, second and end place.

Position of the direct and indirect objects.

Position of expressions of reason, time, manner and place.

12. Time

By clock (official and unofficial)

By date

13. Expressions

Of time, measurement, quantity, manner.

common expressions

common idioms & exclamations.

Intensifiers: *gar, irgend, ...*

14. Contraction

Of prepositions and articles: *ins, im, durchs ...*

15. Negation

Negatives: *nicht, nie, kein ...*

SUBJECT CONTENT

Candidates will be assessed on their communicative language competence, which has the following components:

1. LINGUISTIC COMPETENCE, which may include:

- Lexical competence, or the knowledge of and ability to use the vocabulary of a language. Lexical elements include:

(a) Fixed expressions or phrases learnt as a whole:

- Greetings: *Wie geht's? Guten Morgen!*
- Proverbs: *Eile mit Weile.*
- Archaisms: *Verschwinde! Hau ab!*
- Idioms: *Er hat Schwein.*
- Intensifiers: *todmüde*
- Fixed phrases: *Darf ich bitte...?*
- Phrasal verbs: *denken an, sich freuen auf*
- Compound prepositions: *vorbei an*
- Fixed collocations: *eine Entscheidung treffen*

(b) Single word forms:

- Words with different meanings: *Bank, Leiter*.

Regarding vocabulary range candidates should have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Regarding vocabulary control candidates should be able to control a narrow repertoire dealing with concrete everyday needs.

- Grammatical competence, or the knowledge of and ability to use the grammatical resources of a language. Grammatical elements include:

a) Morphology (internal organization of words):

- Roots or stems
- Prefixes, suffixes and infixes: *un-, -ig, -end*
- Simple words (root only): *Rat*
- Complex words (root and affix): *ratlos*
- Compound words (two roots): *Rathaus*
- Vowel alteration: *singen, sang, gesungen.*
- Consonant modification: *nehmen / nimmt*
- Irregular forms: *bringen / brachte*
- Suppletion: *ist / war*
- Zero forms: *Zimmer / Zimmer*
- Phonetic variation: *Haus / Häuser; Streit / Hast.*

b) Syntax (organisation of words into sentences) in terms of:

- Categories: number, gender, case, passive / active, tense...
- Elements: roots, affixes.
- Classes: conjugations, declensions, parts of speech,
- Structures: phrases, clauses, sentences.
- Processes: gradation, transposition.
- Relations: government, concord, valency.

Regarding grammatical accuracy candidates should use simple structures correctly, but still systematically make basic mistakes – for example they tend to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what they are trying to say.

- Semantic Competence, or the awareness and control of the organisation of meaning. Semantic elements include:

(a) Lexical semantics (word meaning):

- Relation of word to general context, such as
 - reference
 - connotation
- interlexical relations, such as.
 - synonyms / antonyms
 - collocation
 - translation equivalence

(b) Grammatical semantics (meaning of grammatical elements – see above)

(c) Pragmatic semantics (logical relations e.g. Entailment, presuppositions, implicature, etc.)

➤ Phonological Competence, or the knowledge of and skill in perception and production of the following:

- a) Phonemes (sound units) and their realization in particular context.
- b) Phonetic features (voicing, rounding, nasality, plosion)
- c) Syllable structure (sequence of phonemes, word stress, word tones)
- d) Sentence phonetics (stress and rhythm, intonation)
- e) Phonetic reduction (assimilation)

Regarding phonological control the candidates' pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

➤ Orthographic Competence, or the knowledge of and skill in the perception and production of symbols of written texts. Orthographic elements include.

- a) Form of letters in printed and cursive forms in small and capital letters.
- b) Proper spelling of words.
- c) Punctuation marks.
- d) Typographical conventions and varieties of font.
- e) Logographic signs in commerce (@, &, usw.)

➤ Orthoepic Competence or the ability to produce a correct pronunciation from written form. Orthoepic elements include:

- a) Knowledge of spelling conventions:
- b) Ability to consult a dictionary.
- c) Knowledge of written forms, such as punctuation.
- d) Ability to resolve ambiguity (homonyms, syntactic ambiguities) in the light of the context.

Regarding orthographic control, candidates should be able to copy short sentences on everyday subjects – e.g. directions how to get somewhere. They should also be able to write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their vocabulary.

2. SOCIOLINGUISTIC COMPETENCE which may include:

➤ Linguistic markers of social relations

a) Greetings:

- On arrival: *Hallo, Guten Tag!*
- Introductions: *Wie geht's?*
- Leave-taking: *Auf Wiedersehen!*

(b) Address forms:

- Formal: *Herr Dr. + surname*
- Informal: *Hans*
- Familiar: *Schatz, Liebling, Kumpel.*
- Preremptory: *Sie, da!*
- Ritual insult: *Dummkopf!*

(c) Expletives: e.g.. *So ein Mist! Mein Gott! Um Gottes Willen!*

➤ Politeness conventions

- a) Positive politeness:
 - Showing interest in a person's well being.
 - Sharing experiences and concerns (troubles talk)
 - Expressing admiration, affection, gratitude.
 - Offering gifts, promising future favours, hospitality.
- b) Negative politeness:
 - Avoiding face-threatening behaviour (direct orders)
 - Expressing regret, apologizing for face-threatening behaviour (correction, contradiction)
 - Using hedges, etc. (e.g. *Nicht wahr? ...oder?*)
- c) Appropriate use of:
 - *Bitte, Danke schön!*
- d) Impoliteness:
 - Bluntness, frankness
 - Expressing contempt, dislike
 - Strong complaint and reprimand
 - Venting anger, impatience
 - Asserting superiority

➤ Expression of folk wisdom :

- a) Proverbs: *Ende gut, alles gut.*
- b) Idioms: *Ein Herz haben für jdn.*
- c) Familiar quotations: *Selbst ist der Mann.*
- d) Expressions of belief: *Märzenregen bringt kein Segen.*
- e) Expressions of attitudes: *So ist das Leben!*
- f) Expressions of values: *Kleider machen Leute.*

➤ Register differences:

- Neutral: *Fangen wir an?*
- Informal: *Gut, fangen wir denn an?*
- Familiar: *OK, los geht's!*
- Intimate: *Fertig Schatz?*

Regarding sociological appropriateness, candidates should be able to perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. They can socialize simply but effectively using the simplest common expressions and following basic routines.

3. PRAGMATIC COMPETENCE, which may include:

- a) Discourse Competence, or the ability to arrange sentence in sequence so as to produce coherent stretches of language. Discourse elements include:

(a) Ordering of sentences in terms of:

- Topic / Focus
- Given / New
- Sequencing
- Cause / Effect
- Ability to structure and manage discourse.

(b) Discourse competence has the following qualities:

- Flexibility to circumstances

Candidates should be able to adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.

- Turn taking

Candidates should be able to initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

- Thematic development

Candidates should be able to tell a story or describe something in a simple list of points.

- Coherence and cohesion

Candidates should be able to link a series of shorter, discrete simple elements into a connected, linear sequence of points.

➤ Functional Competence, or the ability to use language for a functional purpose. Such purposes are:

a) Purpose:

Imparting and seeking factual information

- Identifying
- Reporting
- Correcting
- Asking
- Answering

Expressing and finding out attitudes

- Factual (agreement / disagreement)
- Knowledge (knowledge / ignorance, remembering, forgetting, certainty)
- Modality (obligations, necessity, ability, permission)
- Volition (wants, desires, intention, preference)
- Emotions (pleasure / displeasure, like / dislikes, satisfaction, interest, surprise, hope, disappointment, fear, worry, gratitude)
- Moral (apologies, approval, regret, sympathy)

Suasion

- Suggestions, requests, warnings, advice, encouragement, asking help, invitation, offers.

Socializing

- Attracting attention, addressing, greetings, introductions, toasting, leave-taking.

b) Functions

Functions of spoken discourse or written text include:

- Description
- Narration
- Commentary
- Exposition
- Analysis
- Explanation
- Demonstration
- Instruction
- Argumentation
- Persuasion

c) Interaction

Interactive communicative activities include such pairs as

- Question – answer

- Statement – agreement / disagreement
- Request/offer/apology – acceptance / non-acceptance
- Greeting/toast – response

Regarding functional competence, candidates should show the two generic qualitative factors that determine the functional success of the functional use of the language, namely:

Fluency, or the ability to make oneself understood in short contributions, even though pauses, false starts and reformulation are evident.

Propositional precision, or the ability to convey simple, straightforward information of immediate relevance, getting across which point one feels is most important. The candidate can express the main point to be made comprehensibly.

Scheme of Assessment

The examination will consist of two papers of two hours' duration each.

Paper I: This paper is to be taken by ALL candidates. It consists of three sections, namely the oral/aural part, including a listening comprehension, conversation and language modules.

Paper II: There will be two versions of this paper: Paper IIA and Paper IIB. Candidates are required to indicate on the registration form for which paper they wish to sit. No change in the choice of the paper will be allowed after the registration period. This paper consists of two sections, namely the written part, including the Reading Comprehension and Written parts.

Paper IIA will comprise questions that are more demanding than those in Paper IIB. This paper is designed to test the ability to write a passage of continuous prose in German and the ability to read, understand and interpret a variety of text.

All questions in this paper are set in German and have to be answered in German. The rubrics are also set in German. The standard rules for *Rechtschreibung* (spelling) which came into force in August 2006 will be adopted, except where literary texts written previously are quoted.

Syllabus

Paper I (2 hours - 100 marks)

Section A -- Sprechen – Speaking (15 minutes)

The examination section *Sprechen* is a partner-oriented examination with two candidates each time and consists of three parts (subtests).

In the first part (subtest 1) candidates show they are in a position to introduce themselves, whereby they give details about themselves.

In the second part (subtest 2) candidates show they are in a position to hold a role-play with the help of stimuli, by putting questions to the partner-candidate and answering questions asked by the partner-candidate.

In the third part (subtest 3) candidates show they are in a position to hold a conversation/interview on a given topic with the help of verbal stimuli.

The intention of this section of the paper is to test intonation, pronunciation and fluency, as well as readiness in conversation.

Subtest 1 -- Kontaktaufnahme -- self-presentation (3 mins. – 5 marks)

(i) Aim

The aim of this part of the section *Sprechen* is to test the candidates' ability to give details about themselves.

(ii) Format

This oral part is conducted in a group of two candidates as specified by the MATSEC Support Unit. Each candidate presents him/herself to the other, on the written prompts provided, with the intention of getting to know each other. The examiner may ask further questions and provide ideas.

This subtest should take 3 minutes each candidate.

Subtest 2 – Dialog – Role play (6 mins. – 10 marks)

(i) Aim

The aim of this part of the section *Sprechen* is to test the candidates' ability to hold a conversation, which would correspond to an actual situation in everyday life.

(ii) Format

In this subtest the examiner presents the candidates with one set out of three of two corresponding prompt cards about a situation. The examiner will assign role A to one candidate and role B to the other. Taking the tip from the verbal or visual prompt in the cards, the candidates put and answer questions following the sequence of the five prompts in each card.

This subtest should take 6 minutes in all.

Subtest 3 -- Gespräch über ein Thema -- Conversation on a topic (6 mins – 15 marks)(i) Aim

The aim of this part of the section *Sprechen* is to test the candidates' ability to react appropriately by use of language in a complex situation from everyday life.

(ii) Format

In this subtest the examiner assigns the candidates a set of two corresponding prompt cards about a topic. Each prompt card contains five questions, which the candidate has to put to the partner-candidate. The questioning candidate may add comments to the answers obtained. At the end of questioning by the first candidate, the second candidate starts putting questions in turn.

This subtest should take 6 minutes.

Evaluation of Section A – Sprechen

The performance of each candidate is evaluated according to the following criteria :
fulfilment of the task required;
formal correctness and pronunciation.

Both criteria should be applied to each of the subtests.

Subtest 1 contains a maximum of 5 marks, subtest 2 a maximum of 10 marks and subtest 3 a maximum of 15 marks.

The awarding of marks is done according to the following table:

CRITERION	1 MARK	0.5 MARKS	0 MARKS
Fulfilment of task required	Task well fulfilled. Appropriate choice of words and length of text	Task fulfilled but choice of words & / length of text not appropriate	Task not fulfilled because either vocabulary or grammar structures are not known
Formal correctness	No or few mistakes	Many mistakes. Message understandable	
Pronunciation	good	acceptable	Hardly understood

The total maximum of marks awarded in the Section *Sprechen* is **30**.

A diagram at the end of this section shows the system for awarding marks.

Section B -- Hörverstehen -- Listening Comprehension (45 mins)

The examination section *Hörverstehen* consists of three parts (subtests) and is conducted with a group of candidates within reasonable hearing distance of the speaker. The intention of this section of the paper is to test the candidates' understanding of spoken German.

(i) Aim

The aim of testing the candidates' listening skill is to make them show they are in a position to understand simple texts. They should be able to understand simple and straightforward information, which refers to their everyday life, once they can hear the text twice.

(ii) Format

Subtest 1 – *Durchsagen / Nachrichten* -- Announcements / Messages
(15 mins – 10 marks)

In this subtest the candidate listens to 5 short radio announcements or others. The candidate is set 5 statements, each with 4 multiple-choice answers. The candidate has to indicate which of the four answers to each statement corresponds to the information in the announcement. Each text will be read for the first time, after which the candidate is given time to read the questions set. S/he answers the questions after the second reading of the text. This subtest should take 15 minutes.

Subtest 2 -- Interview (15 mins – 10 marks)

In this subtest the candidate listens to an interview or a conversation. The candidate should understand the content of the dialogue and be able to deduce important detailed information. The candidate is set 10 statements. S/He has then to point out whether the statement corresponds to the information in the interview/conversation, i.e., whether s/he has heard it in the text, and mark it accordingly as true or false. Each text will be read for the first time, after which the candidate is given time to read the questions set. S/he answers the questions after the second reading of the text. This subtest should take 15 minutes.

Subtest 3 - Hörtexte - Texts (15 mins. – 10 marks)

In this subtest the candidate listens to five short texts of graded difficulty. The candidate is the set five questions, one on each text, and has to give an answer in brief. Each text will be read for the first time, after which the candidate is given time to read the question set. S/he answers the questions after the second reading of the text. This subtest should take 15 minutes.

Evaluation of Section B – *Hörverstehen*

Subtest 1 (*Durchsagen*) carries a maximum of 10 marks for five multiple-choice questions.
Subtest 2 (Interview) carries a maximum of 10 marks for ten statements of the true/false type.
Subtest 3 (Hörtexte) carries a maximum of 10 marks for the 5 questions set.

The total number of marks awarded in the Section B (*Hörverstehen*) is **30**.

A diagram at the end of this section shows the system for awarding marks.

Section C -- *Sprachbausteine* -- Language Modules (60 minutes)

The examination Section *Sprachbausteine* consists of four parts (subtests) and is conducted with a large group of candidates simultaneously. The intention of this section of the paper is to test the candidates' reading and understanding abilities, as well as their knowledge of vocabulary, structure and idiomatic usage.

(i) Aim

The aim of testing the candidates' reading skills is to make them show they are in a position to understand easy reading texts, and to insert the appropriate grammatical formulations, in order to give the text its correct meaning.

(ii) Format

The texts in this section are related to any situation in everyday life. The candidates should understand the texts as a whole and deduce from them which words or phrases are to be chosen and inserted, either from the adjoining lists or from their own knowledge. Conversely they should also be able to construct phrases or clauses when given key words. The text as the end result should make sense.

Subtest 1 – Brief - Letter (10 mins. – 8 marks)

This subtest consists of a letter of about 150 words. 16 words or phrases which have different grammatical functions are left blank in the text and given, in order of sequence, in a list of 16 sets of possible answers of the multiple-choice type. The candidate has to choose the fitting word/phrase in each case. This subtest should take 10 minutes.

Subtest 2 -- Artikel -- Newspaper article (10 mins – 8 marks)

This subtest consists of an article of about 150 words taken from a newspaper or magazine. 16 words or phrases are left blank in the text and given in alphabetical order in an adjoining list. The candidate has to insert the correct word/phrase in the right place. This subtest should take 10 minutes.

Subtest 3 -- Text -- Narrative (20 mins. – 12 marks)

This subtest consists of a paragraph text of about 120 words. 12 words/phrases have been left out in the form of a cloze test. The candidate has to insert an appropriate word/phrase in the blank space. This subtest should take 20 minutes.

Subtest 4 -- Satzbau -- Sentence building (20 mins. – 12 marks)

This subtest consists of 6 groups of words and/or phrases, from which the candidate has to build up sentences. The six sentences have to form a paragraph and make cohesive sense. This subtest should take 20 minutes.

Evaluation of Section C -- Sprachbausteine

Subtest 1 (*Brief*) carries a maximum of 8 marks for 16 word/phrases insertions

Subtest 2 (*Artikel*) carries a maximum of 8 marks for 16 word/phrases insertions

Subtest 3 (*Text*) carries a maximum of 12 marks for 12 word/phrase insertions.

Subtest 4 (*Satzbau*) carries a maximum of 12 marks for the paragraph consisting of six sentences.

The total number of marks awarded in the Section C (*Sprachbausteine*) is **30**.

A diagram at the end of the section shows the system for awarding marks.

Paper I

	Item	Item No.	Question type	Time	Marks
Section A	Sprechen – Speaking			15	30
Part 1	Kontaktaufnahme – Self-presentation	10	Prompts: written questions	3	5
Part 2	Dialog – Roleplay	5	visual and verbal prompts	6	10
Part 3	Gespräch über ein Thema – conversation on a topic	5	5 questions	6	15
Section B	Hörverstehen – Listening Comprehension			45	30
Part 1	Durchsagen / Nachrichten – Announcements / Messages	5	mfa	15	10
Part 2	Interview	10	T / F	15	10
Part 3	Hörtexte – Texts - 5 texts (paragraphs)	5	Question / short answer	15	10
Section C	Sprachbausteine – Language Modules			60	40
Part 1	Brief – letter	16	mfa (1 word/phrase)	10	8
Part 2	Artikel – Article	16	Fill in the blanks (1 word/phrase given)	10	8
Part 3	Text – text	12	Cloze (1 word/phrase not given)	20	12
Part 4	Satzbau – Sentence building	6	Phrase / clause sentence building	20	12

Paper IIA (2 hours – 100 marks)

Section A – *Leseverstehen* – Reading Comprehension (60 minutes)

(i) Aim

The examination section *Leseverstehen* consists of three parts (subtests) and is conducted with a large group of candidates simultaneously. The intention of this section of this paper is to test the candidates' reading skill which should make them show they are in a position to understand easy reading texts of various types on topics from their own sphere of experience. They should be able to deduce concrete and predictable information from easy texts and data.

(ii) Format

This section has three subtests:

Subtest 1 (a, b, c, d) – *Anzeigen und Daten* – Adverts and data (35 mins. – 30 marks)

Subtest 1a contains five texts of ca. 80 words each taken from a newspaper or magazine. 10 titles are given from which the candidate has to choose five which fit the five texts best. This subtest should take 10 minutes.

Subtest 1b contains a text of ca. 300 words taken from a newspaper or magazine. 5 statements are given. The candidate has to choose from a multiple choice of three possible answers the corresponding correct statement which is found in the text. This subtest should take 10 minutes.

Subtest 1c contains 8 adverts of between 20 and 50 words each, taken from a newspaper or magazine. 5 situations are given which have to be matched with the 5 adverts which fit them. This subtest should take 10 minutes. Subtest 1d contains a text of ca. 120 words. A paraphrase of the text follows and is set with 10 blanks, which the candidate has to fill in, by deducing data taken from the text. This subtest should take 5 minutes.

Subtest 2 – *Briefe* – Letters (15 mins. – 20 marks)

Subtest 2 (*Briefe*) contains 2 letters of about 130 words each in which youngsters speak about issues related to youth. The candidates should understand the text in detail.

In both letters the candidates are given 5 statements. They have to choose from a multiple choice of 3 possible answers the corresponding correct statement stated in the letter.

The same texts and statements in Subtest 2 will also be set in Paper IIB.

Subtest 3 – *Text* – Narrative text (10 mins. – 10 marks)

Subtest 3 (*Text*) contains a narrative text. The candidates should first understand the text as a whole and then deduce information from it. Subtest 3 consists of a narrative text of about 180 words. The candidate is set 5 questions to which s/he is to give a short answer. This subtest should take 10 minutes.

The same text and questions in Subtest 3 will also be set in Paper IIB.

Evaluation of Section A – *Leseverstehen* – Reading Comprehension

Subtest 1a carries a maximum of 10 marks, 1 mark for each item, 1b a maximum of 5 marks, 1 mark for each item, 1c a maximum of 10 marks, 2 marks for each item, and 1d a maximum of 5 marks, ½ mark for each item. Subtest 2 carries a maximum of 20 marks, 2 marks for each item and Subtest 3 carries a maximum of 10 marks, 2 marks for each item. Section A thus carries 60 out of 100 for the whole examination paper IIA. A diagram at the end of this section shows the system for awarding marks.

Section B – *Schreiben* – Writing (60 minutes)

(i) Aim

The examination section *Schreiben* consists of two subtests and is conducted with a large group of candidates simultaneously. The intention of this section of the paper is to test the candidates' ability in creative and coherent thinking and expression in German, especially by the right use of vocabulary, idiom and structure. They should be able to show they are in a position to create a fair amount of text consisting of simple sentences. They are able to produce as a reaction and a stimulus, a written text themselves, in which they give information about themselves, ask information, make suggestions, etc...

(ii) Format

This section has two subtests:

Subtest 1 – Brief / E-mail – Letter / E-mail (40 mins. 24 marks)

Subtest 1 consists of a text which could be a letter or e-mail which is assumed the candidate has received. S/he in turn should, with the help of 6 prompts, write another letter or e-mail in answer to the one received in not more than 150 words. This subtest should take 40 minutes.

Subtest 2 – Bericht – Report (20 mins. 16 marks)

Subtest 2 consists of a report to be written for a school magazine. The past event which is to be reported is stated. The candidate has to base the report on four items given, has to use the *Präteritum*, and should not exceed 100 words. This subtest should take 20 minutes.

Evaluation of Section B – Schreiben – Writing

Subtest 1 (*Brief / E-mail – Letter / E-mail*) carries a maximum of 24 marks. Subtest 2 (*Bericht – Report*) carries a maximum of 16 marks. Section B thus carries a total of 40 marks out of 100 for the whole examination paper IIA.

The texts produced are evaluated according to the following 2 criteria.

CRITERIA	Brief
Contents and amount	12 marks
Formal correctness	12 marks

Criterion 1: Contents and amount (max. 12 marks) awarded if:

- 12 marks – All the six points of content have been appropriately tackled. The produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 10 marks – All the six points of content are tackled but the text is not appropriate in choice of words and contents of text.
OR One point of content is missing, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 8 marks – Five points of content are tackled but the text is not appropriate in choice of words and contents of text.
OR Four points of content are tackled, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 6 marks – Four points of content are tackled but the text is not appropriate in choice of words and contents of text.
OR Three points of content are tackled, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 4 marks – Three points of content are tackled but the text is not appropriate in choice of words and contents of text.
OR Two points of content are tackled, but otherwise the produce text corresponds to the occasion for writing in the choice of words and contents of text.
- 2 marks – At least one point of content was tackled and the produced text is recognizable as a letter.
- 0 marks – The produced text does not correspond to the occasion for writing and is not recognisable as a letter. In this case the whole of part I of Section B will be awarded 0 marks.

Criterion 2: Formal correctness (max.12 marks) awarded if:

- 12 marks – No or only occasional insignificant mistakes in syntax, morphology, orthography and punctuation.
- 9 marks – Some mistakes in syntax, morphology, orthography and punctuation, which do not impair the understanding of the text.
- 6 marks – A good number of mistakes in syntax, morphology, orthography and punctuation are made which occasionally impair the understanding of the text.
- 3 marks – The mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in several places.
- 0 marks – So many mistakes in syntax, morphology, orthography and punctuation that the contents are no longer understood.
In this case the whole of part I of Section B will be awarded **0** marks.

CRITERIA	Bericht
Contents and amount	8 marks
Formal correctness	8 marks

Criterion 1: Contents and amount (max. 8 marks) awarded if:

- 8 marks – All the 4 points of content have been appropriately tackled. The produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 6 marks – One point of content is missing, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- OR** all the points of content are tackled but the text is not appropriate in choice of words and contents of text.
- 4 marks – At least 3 points of content have been tackled; the text corresponds to the occasion of writing.
- 2 marks – At least one point of content was tackled and the produced text is recognizable as a report.
- 0 marks – The produced text does not correspond to the occasion for writing and is not recognisable as a report.
In this case the whole of part II of Section B will be awarded 0 marks.

Criterion 2: Formal correctness (max.8 marks) awarded if:

- 8 marks – No or only occasional insignificant mistakes in syntax, morphology, orthography and punctuation.
- 6 marks – Some mistakes in syntax, morphology, orthography and punctuation, which do not impair the understanding of the text.
- 4 marks – A good number of mistakes in syntax, morphology, orthography and punctuation are made which occasionally impair the understanding of the text.
- 2 marks – The mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in several places.
- 0 marks – So many mistakes in syntax, morphology, orthography and punctuation that the contents are no longer understood.
In this case the whole of part II of Section B will be awarded 0 marks.

The diagram at the end of this section shows the system for awarding marks.

Paper IIA

	Item	Item No.	Question type	Time	Marks
Section A	Leseverstehen – Reading Comprehension			60	60
Part 1	<u>Anzeigen und Daten – Adverts and data</u>				
1a	5 texts from magazine / newspaper	10 titles	matching titles	10	10
1b	1 newspaper / magazine text	5	mfa	10	5
1c	8 adverts from newspaper / magazine	5	matching	10	10
1d	1 text	10	paraphrase cloze text	5	5
Part 2	<u>Briefe – Letters</u>				
	2 letters on a youth topic	5	mfa	15	10
		5			10
Part 3	<u>Text – Narrative</u>				
	Story / narrative text	5	question / short answer	10	10
Section B	Schreiben – Writing			60	40
Part 1	<u>Brief / E-mail – Letter / E-mail</u> To write a letter in answer on 6 prompts – max. 150 words	1	to write a letter	40	24
Part 2	<u>Bericht – Report</u> Write a report for school magazine – 4 prompts max. 100 words	1	to write a report	20	16

Paper IIB (2 hours – 100 marks)

Section A – *Leseverstehen* – Reading Comprehension (60 minutes)

(i) Aim

The examination section *Leseverstehen* consists of three parts (subtests) and is conducted with a large group of candidates simultaneously. The intention of this section of this paper is to test the candidates' reading skill which should make them show they are in a position to understand easy reading texts of various types on topics from their own sphere of experience. They should be able to deduce concrete and predictable information from easy texts and data.

(ii) Format

This section has three subtests:

Subtest 1 (a, b, c) – *Anzeigen und Daten* – Adverts and data (30 mins. – 30 marks)

Subtest 1a contains 5 adverts of about 30 words each from a newspaper / magazine. 10 statements, 2 on each advert, are set corresponding to the 5 adverts and the candidate has to state whether they are true or false in correspondence with the adverts. This subtest should take 10 minutes.

Subtest 1b contains 2 adverts of about 80 words each, from a school notice board. 5 statements are set on each advert. The candidate has to choose from a multiple choice of 3 possible answers the corresponding correct statement stated in the advert. This subtest should take 10 minutes.

Subtest 1c – An amount of data is given. The candidate is requested to find out required data to be filled in a corresponding form. The maximum number of words for both data and form is 150. This subtest should take 10 minutes.

Subtest 2 – *Briefe* – Letters (20 mins. – 20 marks)

Subtest 2 (*Briefe*) contains 2 letters of about 130 words each in which youngsters speak about issues related to youth. The candidates should understand the text in detail.

In both letters the candidates are given 5 statements. They have to choose from a multiple choice of 3 possible answers the corresponding correct statement stated in the letter.

The same texts and statements in Subtest 2 will also be set in Paper IIA.

Subtest 3 – *Text* – Narrative text (10 mins. – 10 marks)

Subtest 3 (*Text*) contains a magazine article which narrates a story. The candidates should first understand the text as a whole and then deduce information from it. Subtest 3 consists of a narrative text of about 180 words. The candidate is set 5 questions to which s/he is to give a short answer. This subtest should take 10 minutes.

The same text and questions in Subtest 3 will also be set in Paper IIA.

Evaluation of Section A – *Leseverstehen* – Reading Comprehension

Subtest 1a, b, c each carry a maximum of 10 marks, 1 for each item (30 in all). Subtest 2 contains a maximum of 20 marks, 2 for each item, and subtest 3 a maximum of 10 marks, 2 for each item. Section A thus carries 60 marks out of a total of 100 for the whole of the examination paper IIB. A diagram at the end of this section shows this system for awarding marks.

Section B – *Schreiben* – Writing (60 minutes)

(i) Aim

The examination section *Schreiben* consists of two subtests and is conducted with a large group of candidates simultaneously. The intention of this section of the paper is to test the candidates' ability in creative and coherent thinking and expression in German, especially by the right use of vocabulary, idiom and structure. They should be able to show they are in a position to create a fair amount of text consisting of simple sentences. They are able to produce as a reaction and a stimulus, a written text themselves, in which they give information about themselves, ask information, make suggestions, etc...

(ii) Format

This section has two subtests:

Subtest 1 – *Brief / E-mail – Letter / E-mail* (40 mins. 25 marks)

Subtest 1 consists of a text which could be a letter or e-mail which is assumed to have been sent to the candidate. S/He in turn should, with the help of 4 prompts, write another letter or e-mail in answer to the one received in not more than 120 words. This subtest should take 40 minutes.

Subtest 2 – *Nachricht – Message* (20 mins. 15 marks)

Subtest 2 consists of a message to be written by the candidate in between 50 and 60 words. This message may take the form of an invitation, greeting, telephone message, formula, etc... The candidate has to follow the information given in the 4 prompts. This subtest should take 20 minutes.

Evaluation of Section B – *Schreiben – Writing*

Subtest 1 (Brief / E-mail – Letter / E-mail) carries a maximum of 24 marks. Subtest 2 (Nachricht – Message) carries a maximum of 16 marks. Section B thus contains a total of 40 marks out of 100 for the whole examination paper IIB.

The texts produced are evaluated according to the following 2 criteria.

CRITERIA	Brief
Contents and amount	12 marks
Formal correctness	12 marks

Criterion 1: Contents and amount (max. 12 marks) awarded if:

- 12 marks – All the 4 points of content have been appropriately tackled. The produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 9 marks – One point of content is missing, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- OR** all the points of content are tackled but the text is not appropriate in choice of words and contents of text.
- 6 marks – At least half of the points of content have been tackled: the letter corresponds to the occasion of writing.
- 3 marks – At least one point of content was tackled and the produced text is recognizable as a letter.
- 0 marks – The produced text does not correspond to the occasion for writing and is not recognisable as a letter.
- In this case the whole of part I of Section B will be awarded 0 marks.

Criterion 2: Formal correctness (max.12 marks) awarded if:

- 12 marks – No or only occasional insignificant mistakes in syntax, morphology, orthography and punctuation.
- 9 marks – Some mistakes in syntax, morphology, orthography and punctuation, which do not impair the understanding of the text.
- 6 marks – A good number of mistakes in syntax, morphology, orthography and punctuation are made which occasionally impair the understanding of the text.
- 3 marks – The mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in several places.
- 0 marks – So many mistakes in syntax, morphology, orthography and punctuation that the contents are no longer understood.
- In this case the whole of part I of Section B will be awarded 0 marks.

CRITERIA	Nachricht
Contents and amount	8 marks
Formal correctness	8 marks

Criterion 1: Contents and amount (max. 8 marks) awarded if:

- 8 marks – All the 4 points of content have been appropriately tackled. The produced text corresponds to the occasion for writing in the choice of words and contents of text.
- 6 marks – One point of content is missing, but otherwise the produced text corresponds to the occasion for writing in the choice of words and contents of text.
- OR** all the points of content are tackled but the text is not appropriate in choice of words and contents of text.
- 4 marks – At least half of the points of content have been tackled: the text corresponds to the occasion of writing.
- 2 marks – At least one point of content was tackled and the produced text is recognizable as a message.
- 0 marks – The produced text does not correspond to the occasion for writing and is not recognisable as a message.
In this case the whole of part I of Section B will be awarded 0 marks.

Criterion 2: Formal correctness (max.8 marks) awarded if:

- 8 marks – No or only occasional insignificant mistakes in syntax, morphology, orthography and punctuation.
- 6 marks – Some mistakes in syntax, morphology, orthography and punctuation, which do not impair the understanding of the text.
- 4 marks – A good number of mistakes in syntax, morphology, orthography and punctuation are made which occasionally impair the understanding of the text.
- 2 marks – The mistakes in syntax, morphology, orthography and punctuation impair the understanding of the text considerably in several places.
- 0 marks – So many mistakes in syntax, morphology, orthography and punctuation that the contents are no longer understood.
In this case the whole of part I of Section B will be awarded **0** marks.

The diagram at the end of this section shows the system for awarding marks.

Paper IIB

	Item	Item No.	Question type	Time	Marks
Section A	Leseverstehen – Reading Comprehension			60	60
Part 1	<u>Anzeigen und Daten – Adverts and data</u>				
1a	5 adverts from newspaper / magazine	10	T / F	10	10
1b	2 adverts from a school noticeboard	10	mfa	10	10
1c	Transfer of data to information requested	10	Fill in the blanks	10	10
Part 2	<u>Briefe – Letters</u>				
	2 letters on a youth topic	5 5	mfa	10 10	10 10
Part 3	<u>Text – Narrative</u>				
	Story / narrative text	5	question / short answer	10	10
Section B	Schreiben – Writing			60	40
Part 1	<u>Brief / E-mail – Letter / E-mail</u> To write a letter in answer on 4 prompts – 120 words	1	to write a letter	40	24
Part 2	<u>Nachricht – Message</u> To write a note (invitation, greeting, formula, telephone message...) on 4 prompts – 50-60 words	1	to write a note	20	16

Results

Paper I and Paper IIA are pegged at levels A2 and B1 of the Common European Framework of Reference for Languages (CEF) and candidates sitting for Papers I and IIA may qualify for a grade within the range 1 to 5 (i.e. grades 1, 2, 3, 4 and 5). The results of candidates who do not obtain a grade 5 shall remain unclassified (U).

Paper I and IIB are pegged at level A2 of the CEF, and candidates sitting for these papers may qualify for a grade not higher than 4 (i.e., grades 4, 5, 6 and 7). The results of candidates who do not obtain at least a grade 7 shall remain unclassified (U).

Grade descriptions

Candidates who obtain grades 1, 2 and 3 will be assumed to have reached CEF level B1. The results of candidates who obtain grades 4 and 5 will indicate CEF level A2. The results of candidates who obtain grades 6 and 7 will indicate CEF level A1.

Grade 1 means the following qualities of the language skills listed hereunder:

Listening: The candidate can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. S/He can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively low and clear.

Reading: The candidate can understand texts that consist mainly of high frequency everyday or job-related language. S/He can understand the description of events, feelings and wishes in personal letters.

Speaking: The candidate can deal with most situations likely to arise whilst travelling in an area where the language is spoken. S/He can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). The candidate can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. S/He can briefly give reasons and explanations for opinions and plans. S/He can narrate a story or relate the plot of a book or film and describe his/her reactions.

Writing: The candidate can write simple connected text on topics which are familiar or of personal interest. S/He can write personal letters describing experiences and events.

Grade 5 means the following qualities of the language skills listed hereunder:

Listening: The candidate can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local geography, employment). S/He can catch the main point in short, clear, simple messages and announcements.

Reading: The candidate can read very short, simple texts. S/He can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and can also understand short simple personal letters.

Speaking: The candidate can communicate in simple routine tasks requiring a simple and direct exchange of information on familiar topics and activities. S/He can handle short social exchanges, even though s/he cannot usually understand enough to keep the conversation going. The candidate can use a series of phrases and sentences to describe in simple terms his/her family, other people, living conditions, one's educational background and one's present or most recent job experience.

Writing: The candidate can write short simple notes and messages relating to matters in areas of immediate need. S/He can write a very simple personal letter, for example thanking someone for something.

Grade 7 means the following qualities of the language skills listed hereunder:

Listening: The candidate can recognise familiar words and very basic phrases concerning him/herself, one's family and immediate concrete surroundings when people speak slowly and clearly.

Reading: The candidate can understand familiar names, words and very simple sentence, for example on notices and posters or in catalogues.

Speaking: The candidate can interact in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech and to help formulate what the candidate is trying to say. The candidate can use simple phrases and sentences to describe where s/he lives and the people s/he knows.

Writing: The candidate can write a short simple postcard, for example sending holiday greetings. S/He can fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.