

**GERMAN**

**IM 14**

***SYLLABUS***

**German IM 14  
Syllabus**

(Available in September)  
Written Paper (2 hours 30 minutes)  
Oral (10 minutes)  
Listening Comprehension (35 minutes)

The syllabus is structured in two sections, namely:

1. General Policies
2. Detailed Description of the Examination

## **1. GENERAL POLICIES**

### **1.1 AIMS**

The Intermediate Level German is aimed at pupils of German as a Foreign Language aged 16+. The syllabus for German at this level assumes and builds on knowledge of the language at a level that is equivalent to that covered by the Secondary Education Certificate (SEC) syllabus or at a language level equivalent to CEFR Level A2/B1. The syllabus aims at consolidating the skills and competences already attained and extend them to reach a CEFR Level B1+.

The syllabus aims to:

- consolidate the four previously acquired skills (Reading, Writing, Listening and Speaking) in the German language
- enable the candidates to communicate clearly in the German language about familiar topics, personal experiences and personal plans
- develop various types of writing skills including that of writing longer texts and of communicative writing in response to a given task or prompt
- develop the skills of reading and understanding written texts in everyday and business German
- enable candidates to understand spoken standard German
- develop insights into the geographical, historical and cultural aspects of Germany
- consolidate the candidates' grammatical and orthographical knowledge
- form a sound base of language skills required for further education and/or work, thus enabling the candidates to use German for their future plans

## 1.2 ASSESSMENT OBJECTIVES

The examination assesses the candidate's ability to:

- AO 1 Understand the main information in a text in standard clear German being read out
- AO 2 Verbally express an opinion about a topic in a clear manner, discuss familiar themes and to react to questions posed by others
- AO 3 Read with understanding and analyse authentic texts drawn from a variety of sources such as magazines, newspapers and internet, which cover familiar topics
- AO 4 Write accurately and in a clear structured coherent manner on familiar topics, choosing adequate vocabulary for the purpose and demonstrate fairly good narrative and descriptive skills
- AO 5 React to a given opinion/fact by expressing one's opinion on the matter and coming up with suggestions
- AO 6 Demonstrate knowledge of geographical and cultural aspects of Germany and of its modern history
- AO 7 Express oneself orally and in writing in correct German as per grammar and spelling rules

Assessment Objectives	Oral (Paper III)	Listening (Paper I)	Written Paper		
			Writing (Paper II)	Reading and Language Awareness (Paper II)	Cultural Awareness (Paper II)
AO 1		✓			
AO 2	✓				
AO 3			✓	✓	✓
AO 4			✓	✓	
AO 5	✓		✓		
AO 6					✓
AO 8	✓		✓	✓	✓

**Table 1: Assessment Objectives reached in the Papers**

### 1.3 EXAMINATION STRUCTURE AND SCHEME OF ASSESSMENT

The examination consists of **three** papers:

**Paper I** is the listening comprehension paper and carries 20% of the global mark.

**Paper II** is the written paper and has four sections namely the free and the communicative writing tasks, the reading comprehension, the grammar section and the cultural understanding section. Paper II carries 60% of the global mark.

**Paper III** is the oral paper and carries 20% of the global mark.

The table below shows the skills being tested and the distribution of marks.

Paper	Main Skills Tested	Time Allotted per Paper	Mark	Weighting per Skill
I	Listening	35 mins	20	20%
II	Writing	2hrs 30mins	20	20%
	Reading		15	15%
	Grammar		10	10%
	Cultural Understanding		15	15%
III	Speaking	10 mins	20	20%

**Table 2: Skills tested and distribution of marks**

## 2. DETAILED DESCRIPTION OF THE EXAMINATION

### 2.1 Paper I: Listening Comprehension

20 marks (20% of global mark)

Duration: 35 minutes

#### 2.1.1 Description

The listening comprehension is made up of two parts, Part 1 and Part 2, each carrying 10 marks.

In Part 1 the candidates will listen to a text of not more than 200 words. They will then be asked to fill in the missing information. The candidates are expected to solve five items, each item carrying a maximum of 2 marks.

In Part 2 the candidates will listen to a text of a factual nature. This time the text shall be 250 words long. A multiple-choice exercise comprising of 4 questions carrying 2.5 marks each shall be set.

The texts shall as much as possible have a German culture background.

Text 1 will be read out in this procedure:

- i. Candidates will be allowed 1 minute to read the task;
- ii. Examiner shall read the text at a normal speed and candidates listen carefully and **may** fill in the missing information;
- iii. Candidates will be allowed 5 minutes to fill in and/or review their answers;
- iv. Subsequently the examiner will read the text again at a normal speed;
- v. Candidates will be allowed 3 minutes to check their answers and fill in any missing information.

The approximate duration is 15 minutes.

Text 2 will be read out in this procedure:

- i. Candidates will be allowed 2 minutes to familiarise themselves with the four multiple choice questions;
- ii. Examiner shall read the text at a normal speed and candidates listen;
- iii. Candidates will be allowed 5 minutes to solve the multiple choice items;
- iv. Subsequently the examiner will read again the text at a normal speed;
- v. Candidates will be allowed 2 minutes to check their answers and mark any missing multiple choice item.

The approximate duration is 15 minutes.

The candidates should listen carefully when the texts are read out to them the first time. While they may jot down notes during the first reading, the candidates are advised to solve the tasks after the text is read out to them.

## **Learning Outcomes**

Candidates should be able to:

**LO 1:** Demonstrate a knowledge and understanding of the German language and culture and their use in texts of normal length

**LO 2:** Understand the gist of a text

**LO 3:** Identify and distinguish main ideas from irrelevant information.

**LO 4:** Obtain specific information and details that are relevant, important or necessary.

## 2.2 Paper II: Written Paper

60 marks (60% of global mark)

Duration: 2 hours 30 minutes

### 2.2.1 Description

The written paper consists of four sections:

Part 1: Writing Tasks, comprising a long writing task and a communicative writing task.	20 marks
Part 2: Reading Comprehension	15 marks
Part 3: Grammar Section	10 marks
Part 4: Culture Section	15 marks

### 2.2.2 Writing Tasks

#### Generic Learning Outcomes

Candidates should be able to:

**LO 1:** Use a good range of vocabulary and idiom appropriate to the task

**LO 2:** Use and apply knowledge of language structures and grammar to write a text in standard accurate German expected at B1 Level.

**LO 3:** Use paragraphs to make the ideas/sequence of events coherent and clear

**LO 4:** Write about a range of topics using words and expressions that are appropriate for their purpose and intended audience

#### *Part 1: Essay - 10 marks*

Candidates will be required to write an essay of 150 words. The text they choose to produce is derived from a list of **three** titles that consist of one example of each of the following kinds of writing: descriptive, narrative and argumentative.

#### Learning Outcomes:

Depending on the genre of their writing, candidates should be able to:

**LO 1:** Describe people, objects, places, situations or events effectively

OR

**LO 1:** Write a well-structured and linear story

**LO 2:** Recount a series of events

OR

**LO 1:** Discuss various aspects of a topic including the pros and cons and/or identify the causes and effects of a particular problem and suggest solutions and/or state an opinion on an issue

**LO 2:** Develop an argument or point of view and state reasons

## Marking criteria

A total of 10 marks shall be allocated for content, coherence, language use and for correctness. The maximum points shall only be awarded if candidate demonstrates a well-planned and structured, clear and logical essay. Marks shall be deducted for mistakes of grammar and/or orthography.

Content and coherence (organisation of text & logical sequence of argument):	3
Grammatical & orthographical correctness:	4
Vocabulary and Expression:	3

### **Part 2: Communicative writing - 10 marks**

Candidates will be required to write 100 words in the form of either a semi-formal or formal letter/ email belonging to the following categories:

- letter of complaint regarding a product, service or situation
- letter of application for a job (*ein Bewerbungsbrief*)
- newspaper contribution in the form of a reader's letter as a reaction to an article on the media or to give an opinion

There shall be only one question set. No choice will be given.

## Learning Outcomes

Candidates should be able to:

**LO 1:** Identify the intended audience of the letter/email and use a register appropriate to this audience

**LO 2:** Use a form of address, salutation and closing appropriate to the intended audience and message

**LO 3:** Communicate effectively in writing to a variety of audiences and for a variety of purposes.

**LO 4:** React to a reader's letter/article and give reasons why one is writing such a letter/email

**LO 5:** Write about a particular issue and express a preference or an opinion on this issue

**LO 6:** Write or reply to a simple official letter or a job advert and ask for more detailed information

## Marking criteria



A total of 10 marks shall be allocated for content, coherence, language use and for correctness. The maximum points shall only be awarded if candidate demonstrates a well-planned and structured, clear and logical text. Marks shall be deducted for mistakes of grammar and/or orthography.

Content, coherence and form:	4
Grammatical & orthographical correctness:	3
Vocabulary and Expression:	3

### **2.2.3 Reading Comprehension**

**15 marks (15% of global mark)**

#### **Description**

In this section the candidates are expected to show that they can understand longer written authentic texts in everyday language. Candidates should be able to show that they can elicit information from these texts. The texts shall be non-fiction and may be articles or reports on current issues found in printed or online newspapers, magazines or journals and shall be between 300-350 words long.

The following tasks shall be set:

- |     |  |                 |
|-----|--|-----------------|
| i.  | Five open-ended questions related to the text  | <i>10 marks</i> |
| ii. | Five statements to be marked as true or false. | <i>5 marks</i>  |

#### **Learning Outcomes**

Candidates should be able to:

**LO 1** Understand the main ideas of a text presented in authentic German

**LO 2** Choose the relevant from the irrelevant information given in the text so as to be able to solve the task

**LO 3** Show the ability to express oneself in German through answering open-ended questions in relation to the text in a well formulated, grammatically correct sentence

### **2.2.4 Grammar Section**

**10 marks (10% of global mark)**

#### **Description**

Candidates will be presented with a further paragraph, a gap-text of around 100 words, having a theme related to the main reading task. In order to complete the gap-text, candidates must choose the correct answer out of three different options.

#### **Learning Outcomes**

**LO 1** Recognise and demonstrate knowledge of the grammatical rules pertaining to the items outlined in Table 3

**LO 2:** Apply the grammatical rules in context

Overt focus on grammar shall be concerned with:

<b>Verbs</b>	<p>Tenses: present, perfect, past tense, pluperfect, Futur 1</p> <p>Modal verbs</p> <p>Reflexive verbs</p> <p>Verbs and their objects, most common verbs and prepositional objects</p> <p>Active &amp; Passive</p> <p>Mood: imperative, indicative, subjunctive II for the modal verbs, <i>sein</i>, <i>haben</i>, <i>werden</i> and <i>würde+Infinitiv</i> for all the other verbs</p> <p>Most common noun-verb-phrases</p>
<b>Pronouns</b>	<p>Personal pronouns</p> <p>Possessive pronouns</p> <p>Indefinite pronouns</p> <p>Reflexive pronouns</p> <p>Declension of pronouns</p>
<b>Nouns and Articles</b>	<p>Gender of nouns</p> <p>Plural of nouns</p> <p>Cases</p> <p>Compound nouns</p> <p>Types of articles: definite, indefinite, negative, possessive</p> <p>Declension of articles</p>
<b>Other determiners</b>	<p>Demonstratives</p> <p>Interrogatives</p> <p>Relative pronouns</p> <p>Quantifiers</p> <p>Declension</p>
<b>Adjectives</b>	<p>Declension</p> <p>Adjectives used as nouns</p> <p>Comparison</p>
<b>Prepositions</b>	<p>Prepositions taking the accusative</p> <p>Prepositions taking the dative</p> <p>Prepositions taking the accusative and dative</p> <p>Prepositions taking the genitive</p>
<b>Adverbs and Particles</b>	<p>Adverbs of time, manner, place, frequency and degree</p> <p>Particles</p>
<b>Conjunctions</b>	<p>Coordinating conjunctions</p> <p>Conjunctions of time</p> <p>Causal conjunctions</p> <p>Conjunctions of purpose and result</p> <p>Concessive conjunctions</p> <p>Conjunctions of manner and degree</p> <p>Conditional conjunctions</p>

<b>Word order</b>	<p>Simple sentences and main clauses</p> <p>Subordinate clauses</p> <p>The place of subjects, accusative and dative objects</p> <p>The place of adverbials and other complements</p> <p>Relative clauses</p> <p>Infinitive clauses (um...zu) and infinitive with zu</p>
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### **2.2.4 Cultural Understanding**

**15 marks (15% of the global mark)**

#### **Description**

The scope of this part of the syllabus is not only to make the candidates aware of the main events shaping the country's recent past, but also to portray the Germans' lifestyle, traditions and customs. Teachers are encouraged to impart culture indirectly through the appropriate choice of texts and teaching material. Teaching of culture shall as much as possible not be separate from teaching the language, thereby developing language skills especially those of reading, listening and writing. When preparing their candidates to tackle the tasks in this section, the teachers should strive to impart as broad, significant and essential knowledge about the themes as much as possible as exemplified in the learning outcomes for each theme.

There shall be three different tasks:

Task 1: 5 No open-ended questions requiring short answers carrying 5 marks

Task 2: Cloze Test on a particular topic carrying 5 marks

Task 3: 1 No Question requiring an answer 30-40 words long out of a choice of 3 questions carrying 5 marks

Content shall be divided into two categories, namely

1. Teil 1: Deutschland früher (Modern History of Germany from 1918 to 1990)
2. Teil 2: Deutschland heute (Information on present-day Germany)

These two categories are further divided into sub-sections, as indicated further on.

#### **Generic learning outcomes**

Candidates should be able to:

**LO 1:** Identify the theme meant for discussion.

**LO 2:** Demonstrate familiarity with the theme in question.

**LO 3:** Formulate concise and well-structured answers which give the relevant information in a clear logical and systematic way.

**LO 4:** Write coherent answers, using correct grammar and orthography as much as possible.

## Marking criteria

Task 1 and Task 2: Each question shall carry one mark. Marks shall be awarded as follows:

- 1 mark for a correct answer with zero or minimal grammatical/ orthographical mistakes
- 0.5 mark for a correct answer but with a number of grammatical/ orthographical mistakes
- 0 mark for a wrong or incomprehensible answer

Task 3:

- Content: 3 marks
- Language Use: 2 marks

The maximum points shall only be awarded if candidate demonstrates a structured, clear and and a full exposition of the essential information pertinent to the question. Likewise one shall only be penalised for the omission of significant points or for writing gross errors or incorrect information. Marks shall be deducted for mistakes of grammar and/or orthography, if these hinder the understanding and coherence of the written text.

## Description

### Teil 1: Deutschland früher - Moderne Geschichte (1918-1990)

Candidates are expected to be able to solve tasks on:

- **The Third Reich:** The rise of national socialism, its positive and negative effects, the fall of the 3<sup>rd</sup> Reich
- **Post-war Germany:** DDR and BRD, the building of the Berlin Wall and its consequences
- **Reunification of Germany**

## Learning Outcomes

By answering correctly the question set on this theme, the candidate will be able to show knowledge of the major historical events in Germany within a set time-span, i.e. from the end of the First World War in 1918 up to the reunification process in 1989-1991. In particular, the candidate shall be able to:

**LO 1:** Demonstrate knowledge on the aftermath of the First World War and the significant economic and political crises that led to the democratic election of the National Socialist

Party. Additionally, students are required to show awareness of the economic development in the 1930s as well as about the national-socialist ideology.

**LO 2:** Exhibit basic understanding of the causes and major events of the Second World War.

**LO 3:** Display knowledge of the Allied victory and the subsequent division of Germany into two states.

**LO 4:** Differentiate between political and social life in the Eastern and Western Republics.

**LO 5:** Show awareness of significant political developments in both states until their re-unification in the 1990s.

## **Teil 2: Deutschland heute**

When solving the tasks set on this theme, the candidate is expected to be able to show knowledge of:

- The national flag, day and anthem
- German traditions associated with main feasts such as Advent, Christmas, Easter and Carnival
- The nine neighbouring countries, population, main rivers, mountains, the names of the sixteen Bundesländer and their capital cities
- Traditional food and drink
- Germany's main industry and trade such as products made in Germany and exported worldwide
- The German educational system – from kindergarten till the age of 18. Candidates should be able to distinguish between the different types of schools
- The German educational system after the age of 18, i.e. tertiary education, vocational training, job training (e.g: Universität, Fachhochschule, Ausbildung, Praktikum)

## **Learning Outcomes**

By solving correctly the tasks set, the candidate will demonstrate that one has acquired essential knowledge about each of the sub-sections of the theme. In particular one would be able:

**LO 1:** To identify typical German food and drink

**LO 2:** To demonstrate knowledge of the most important geographical features of Germany

**LO 3:** To name the German national day, describe the German flag and recognize the national anthem

**LO 4:** To demonstrate knowledge of German traditions associated with main feasts.

**LO 5:** Show familiarity with Germany's main industry and the products that are exported worldwide

**LO 6:** Differentiate between the various types of schooling and education in Germany

## **2.4 Paper III: Oral**

**20 marks (20% of global mark)**

### **Oral Examination /Mündliche Prüfung/Mündlicher Ausdruck**

The oral session is approximately **10** minutes long and consists of two parts.

Part 1: Guided Examiner-to-Candidate self-introduction 5 marks

Part 2: Picture Description 15 marks

### **Generic Learning Outcomes**

Candidates should be able to:

**LO 1** Express themselves in a fluent and coherent manner

**LO 2** Express themselves intelligibly by means of a standard pronunciation

**LO 3** Use an appropriate range of vocabulary and expressions that are appropriate to context and topic at hand

**LO 4** Use simple structures accurately

### **Marking Criteria**

The oral session assesses the level of candidates spoken German based on four criteria

- Fluency and Coherence
- Vocabulary
- Grammar
- Pronunciation

## Part 1

### Guided Examiner-to-Candidate Self-Introduction

3 -4 minutes, 5 marks

Part 1 consists of an informal interview. It is intended as a conversation-starter during which the examiner will pose **five** questions from a prescribed list of **eight** to the candidate.

The questions posed by the examiner shall revolve around the following topics:

- candidate's experience with the German language and culture
- candidate's travel to German-speaking countries (both travel already undertaken and wishes/plans to do so in the future)
- candidate's views on the possibility of studies in the German language and which role knowledge of German could play/ plays in the candidate's future/current career prospects
- future career plans, study and work
- leisure activities

### Learning Outcomes

Candidates should be able to:

**LO 1** Give basic information about themselves

**LO 2** State one's experience with learning German, with the German culture and the role of knowledge of German in one's career

**LO 3** Express oneself about personal future plans

## Part 2

5 minutes, 15 marks

Part 2 consists of a description of a set of 2 pictures revolving around a particular topic. Two different topics and two sets of 2 pictures each shall be presented face down to candidate, from which the candidate chooses one set at random. The pictures shall portray typical situations related to a particular topic. With the help of these pictures the candidates shall give their view on the particular topic under discussion and shall express why in their opinion one picture best represents the topic. Typical topics portrayed in the pictures shall be:

- family, friendships and relationships
- living environment and environmental issues
- health issues
- food and drink
- school and further studies



- work and work environment
- free-time activities
- media and technology
- transport and travelling

### Learning Outcomes

Candidates should be able to:

**LO 1** Describe the pictures presented

**LO 2** Make use of vocabulary and expressions which are related to the pictures

**LO 3** Identify similarities and differences portrayed in the two pictures on the same topic

**LO 5** Express one's opinion regarding the pictures and what the theme/situation it stands for

**LO 6** Relate to the pictures from a personal aspect

**LO 7** State why in his/her opinion one picture better suits the topic under discussion

**LO 8** Express in which context the other picture would be best used

### Exam Procedure

#### Preparation

1. Candidate is provided with paper on which points for discussion including vocabulary, verbs and expressions can be noted.
2. For Part 2, the candidate is given two different sets of pictures face down to choose one set at random.
3. Candidate is given 10 minutes preparation-time before meeting the examiner.

#### Exam Part 1

1. The examiner greets the candidate and asks him/her to confirm their identity.
2. The examiner explains the procedure to be followed in Part 1.
3. The examiner asks a question from the prescribed list.
4. The Examiner shall ask the candidate a **five** questions from the prescribed list such that the candidate can briefly describe himself/herself, his/her current status with respect to studies/work, future plans and his/her experience with the German language and culture.
5. The Examiner can repeat a question, if this is deemed necessary, however this shall only be done once.
6. Should the candidate not understand the question, answer too briefly or does not answer at all, the examiner may paraphrase the question to elicit the required information. Should the candidate still find this question difficult the examiner shall move on to the next question. This procedure shall be repeated for all the questions and then the examiner shall move to the next part of the oral examination.

7. Should a candidate answer a particular question at length, the examiner shall ask candidate to conclude and then pose the next question/move on to the next part of the oral examination.

### **Exam Part 2**

1. The examiner explains the procedure to be followed in Part 2.
2. The examiner asks the candidate which set of pictures he/she has chosen.
3. Examiner then asks candidate to briefly describe each of the 2 pictures chosen related to the particular topic. It is to be noted that picture description should only take place during this step.
4. Candidate should state which picture in his/her opinion best describes the topic in question and substantiate this decision. If candidate does not reach a decision regarding the picture which represents the topic better but manages to put forward arguments and substantiate them, then candidate shall not be penalised in any way for not reaching a conclusion.
5. Examiner asks candidate to express one's opinion about the topic being represented by the pictures. It is to be noted that the set of pictures is to be seen only as an input or impulse for candidate to express oneself and share his/her opinion about the topic at hand.