

**AM SYLLABUS (2026)**

**GERMAN**

**AM 14**

***SYLLABUS***

**AM SYLLABUS**

(Available in September)

**German AM14**

Paper I (2 hours) + Paper II (3 hours) + Paper III (3 hours) + Paper IV (10-12mins) ORAL

The syllabus is structured in two sections, namely:

1. General Policies
2. Detailed Description of the Examination

**1. GENERAL POLICIES**

**1.1 AIMS**

The Advanced 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 reaching a CEFR Level B2.

The syllabus aims to:

- consolidate the four previously acquired skills (Reading, Writing, Listening and Speaking) in the German language
- enable the candidates to communicate confidently and clearly in the German language
- develop various types of writing skills including that of long writing and of communicative writing in response to a given task or prompt
- develop the skills of reading, understanding and evaluating the author's opinion as expressed in different types of written texts
- enable candidates to understand spoken standard German
- introduce the candidates to German literary texts and to literary criticism pertinent to the set literary texts
- 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/higher education and/or work, thus enabling the candidates to use German as an effective means of communication

**1.2 ASSESSMENT OBJECTIVES**

The examination is mainly designed to assess the candidates' linguistic competence. More specifically, the examination assesses the candidate's ability to:

- AO 1 Understand and elicit information from an extract being read out
- AO 2 Verbally express an opinion about a topic in a clear and effective manner, discuss specific themes and to react to questions posed by others
- AO 3 Read with understanding and analyse various authentic texts drawn from a variety of sources such as magazines, newspapers and internet, which cover several topics
- AO 4 Write accurately and in a clear structured coherent manner on a particular topic, choosing adequate vocabulary for the purpose and demonstrate good narrative, descriptive and argumentative skills, as required
- AO 5 React to a given opinion/fact by expressing one's opinion on the matter and coming up with suggestions in a clear structured manner
- AO 6 Summarise an idea expressed in a longer text
- AO 7 Demonstrate knowledge of geographical and cultural aspects of Germany and of its modern history
- AO 8 Demonstrate knowledge of a German literary text and produce an informed opinion about the plot, the setting(s) and main themes of the text

AO 9 Carry out a character interpretation

AO 10 Express oneself orally and in writing in correct German as per grammar and spelling rules

Assessment Objectives	Oral (Paper IV)	Listening (Paper IIA)	Written papers			
			Writing (Paper I)	Reading and Language Awareness (Paper IIB) (Paper IIC)	Literary Awareness (Paper III)	Cultural Awareness (Paper III)
AO 1	✓	✓				✓
AO 2	✓					
AO 3	✓			✓	✓	✓
AO 4			✓	✓	✓	
AO 5	✓		✓	✓		✓
AO 6	✓	✓	✓	✓	✓	✓
AO 7						✓
AO 8					✓	
AO 9					✓	
AO 10	✓		✓	✓	✓	✓

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

### 1.3 EXAMINATION STRUCTURE AND SCHEME OF ASSESSMENT

The examination consists of **four** papers, three of which are written and one is spoken. Each skill being tested has an equal weighting.

**Paper I** is the free and communicative writing tasks paper and carries 20% of the global mark.

**Paper II** is split into three parts. Paper IIA is the listening comprehension paper, Paper IIB comprises the reading comprehension and Paper IIC comprises the grammar section. Paper IIA carries 20% of the global mark, while Paper IIB and Paper IIC carry 14% and 6% of the global mark respectively. Therefore Paper II carries 40% of the global mark in total.

**Paper III** is the literature and culture paper and this carries 20% of the global mark.

**Paper IV** is the spoken section of the examination and this carries 20% of the global mark.

Paper	Main Skills Tested	Time Allotted per Paper	Mark	Weighting per Skill
I	Writing	2hrs	60	20%
IIA	Listening	45 mins	60	20%
IIB&IIC	Reading	2hrs 15 mins	60	20%
III	Literature and Cultural Understanding	3hrs	60	20%
IV	Speaking	10-12mins	60	20%

## 2. DETAILED DESCRIPTION OF THE EXAMINATION

## 2.1 Paper I: Writing Tasks

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

Duration: 2 hours

### 2.1.1 Description

The written paper consists of two sections. Part 1 comprises of a long writing task and Part 2 is a communicative writing task.

#### 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 B2 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 - 36 marks**

Candidates will be required to write an essay of 250 to 300 words. The text they choose to produce is derived from a list of **six** titles that consist of at least 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 stating reasons

#### Marking criteria

A total of 36 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):	9
Grammatical & orthographical correctness:	15
Vocabulary and Expression:	12

### **Part 2: Communicative writing - 24 marks**

Candidates will be required to write 150 to 200 words in the form of a semi-formal, formal letter or 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 an article or a reader's letter as a reaction to an article on the media or to give an opinion

#### 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 24 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:	8
Grammatical & orthographical correctness:	8
Vocabulary and Expression:	8

## 2.2 Paper II: Listening and Reading Comprehension

### 2.2.1 Description

#### ***Paper IIA: Listening Comprehension***

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

Duration: 45 minutes

The listening comprehension paper is made up of two parts, each carrying 30marks.

In Part 1 the candidates will listen to a text or a long message in which information is given. The message shall not be more than 350 words long. The candidates have either to fill in the missing information or choose the correct information. The candidates are expected to solve a number of items, each item carrying a maximum of 2 marks.

In Part 2 the candidates will listen to a text of a factual, descriptive or argumentative nature. The text shall not be longer than 400 words. A multiple-choice exercise comprising of 6 questions carrying 5 marks each shall be set.

Text 1 will be read out in this procedure:

- i. Candidates will be allowed 2 minutes to read the task;
- ii. Examiner shall read the text at a normal speed and candidates listen and fill in the missing information or choose the correct answer;
- iii. Candidates will be allowed 5 minutes to review their answers;
- iv. Subsequently the examiner will read the text again at a normal speed;
- v. Candidates will be allowed 5 minutes to check their answers and fill in any missing information.

The approximate duration is 20 minutes.

Text 2 will be read out in this procedure:

- i. Candidates will be allowed 5 minutes to familiarise themselves with the tasks;
- ii. Examiner shall read the text at a normal speed and candidates listen;
- iii. Candidates will be allowed 10 minutes to solve the tasks;
- iv. Subsequently the examiner will read again the text at a normal speed;
- v. Candidates will be allowed 5 minutes to check their answers and fill in any missing information.

The approximate duration is 25 minutes.

While it is advisable that the candidates listen carefully when the texts are read out to them, the candidates **may** jot down notes while the examiner is reading out the text.

### Learning Outcomes

Candidates should be able to:

- LO 1:** Demonstrate a knowledge and understanding of the German language and its use in longer texts about themes on familiar topics
- LO 2:** Understand the gist of a text
- LO 3:** Identify and distinguish main ideas from supporting details
- LO 4:** Obtain specific information and details that are relevant, important or necessary.
- LO 5:** Use lexical knowledge to solve the tasks

**Paper IIB: Reading Comprehension**

**50 marks (14% of global mark)**

Duration: 2hrs 15minutes

**Description**

In this section the candidates are expected to show that they can understand longer written authentic texts in German both at basic comprehension and inference levels. Candidates should be able to show that they can elicit information from these texts as well as making propositional, informational and explanatory inferences. The texts shall be non-fiction and may be articles or reports on current issues found in newspapers, magazines, journals or online. Moreover the candidates are expected to identify the most relevant and significant information in a text and write a summary using his/her own words.

In Paper II there shall additionally be an exercise to test the grammatical knowledge of the pupil. The exercise may not necessarily be related to any of the topics of the reading comprehension.

**Part 1 & Part 2**

The reading comprehension section shall comprise of two parts:

- Part 1: Text 300-350 words long
- Part 2: Text 300-350 words long

The following tasks shall be set:

Part 1:

Exercise 1: Find words/phrases in the text having the same meaning of a given word/phrase (10 marks)

Exercise 2: State whether the opinion of the author on a number of issues is positive, negative or not stated (5 marks)

Exercise 3: Open Ended Questions (10 marks)

Part 2:

Exercise 1: Multiple Choice (10 marks)

Exercise 2: Match the title to the paragraph in the text (5 marks)

Exercise 3: Summarise the main points raised in the text. (10 marks)

**Learning Outcomes**

Candidates should be able to:

- LO 1:** Scan a text for relevant information
- LO 2:** Understand the main ideas of a text on both concrete and abstract topics
- LO 3:** Infer the meaning of unknown words from the context
- LO 4:** Explain facts present in the text
- LO 5:** Explain inferences present in the text
- LO 6:** Find synonyms/phrases having the same meaning in the text
- LO 7:** Rephrase a given sentence using one's own words
- LO 8:** Recognize the attitude of the writer towards issues raised in the text
- LO 9:** Identify the most relevant information of a text, organize this information and rephrase it such that a logical summary of the text is produced in the form of a continuous piece of writing, without compromising its meaning and tone.

**Paper IIC: Structures Section**

**10 marks (6% of global mark)**

## Description

The *Structures* section aims at testing the candidates' knowledge of the grammatical system of the German language. A short text with raw structures shall be given. The candidates have to apply their grammatical knowledge to change these structures and construct a grammatically correct sentence. The grammar which may be tested is listed below in the **Learning Outcomes**. The text in this section shall not necessarily be related to the topic of the reading-comprehension in the same paper.

## Generic learning outcomes

Candidates should be able to:

**LO 1:** Demonstrate knowledge of the grammatical rules pertaining to the items illustrated in Table 3

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

## Learning Outcomes

Overt focus on grammar shall be concerned with:

<b>Verbs</b>	Tenses: present, perfect, past tense, pluperfect, Futur 1, Futur II Modal verbs Reflexive verbs Verbs and their objects, Verbs and prepositional objects Active & Passive Mood: indicative, subjunctive (I & II) and imperative Noun-verb-phrases
<b>Pronouns</b>	Personal pronouns Possessive pronouns Indefinite pronouns Reflexive and reciprocal pronouns Declension of pronouns
<b>Nouns and Articles</b>	Gender of nouns Plural of nouns Cases and declension of nouns Compound nouns Types of articles: definite, indefinite, negative, possessive Declension of articles
<b>Other determiners</b>	Demonstratives Interrogatives Relative pronouns Quantifiers Declension
<b>Adjectives</b>	Declension Adjectives used as nouns Comparison
<b>Prepositions</b>	Prepositions taking the accusative Prepositions taking the dative Prepositions taking the accusative and dative Prepositions taking the genitive
<b>Adverbs and Particles</b>	Adverbs of time, manner, place, frequency and degree Particles
<b>Conjunctions</b>	Coordinating conjunctions Conjunctions of time Causal conjunctions

	Conjunctions of purpose and result Concessive conjunctions Conjunctions of manner and degree Conditional conjunctions
<b>Word order</b>	Simple sentences and main clauses Subordinate clauses The place of subjects, accusative and dative objects The place of adverbials and other complements Relative clauses Infinitive clauses (um...zu) and infinitive with zu

**2.3 Paper III: Literature and Culture****60 marks (20% of global mark)**

This paper comprises of **two** parts: the literature section in Part 1 and the culture section in Part 2.

**2.3.1 Part 1: Literature - 32 marks****Description**

The literature section aims at testing candidates' knowledge of ONE selected and studied text chosen from a set of three. Candidates are required to answer TWO questions set on this text in not less than 150 words. The main scope of the literature section is to expose the candidates to a German modern literature book. The chosen book is probably the candidates' first German text, which has been read and analysed. Apart from having learnt new words and expressions, the candidates get to know the selected author better, perhaps via reference to other works written by him/her. Although candidates will not be asked to answer questions on the historical background of the author, this knowledge will be very useful for the contextualisation of the questions. Questions asked shall be related to the text itself and may include interpretation of the story and characterization of the main protagonists.

The following are the literary texts to be studied for this section:

- Susanne Wittpennig: Maya und Domenico (Book 1)
- Uwe Timm: Die Entdeckung der Currywurst
- Wolfgang Herrndorf: Tschick

**Learning outcomes**

Candidates should be able to:

LO1: Write about the main themes and the political, historical and social contexts in which the story is set.

LO2: Select and write about the main events happening

LO3: Write about the particular characteristics which distinguish the main characters and their relationship with each other

LO4: Write about the probable scope and intentions of the main characters and the consequences of their actions

LO5: Produce a short clear paragraph containing the relevant information, which is free from grammatical errors as much as possible

**Marking criteria**

For this section, candidates can obtain a maximum of 16 points per question. Candidates' answers have to show that they have understood the set questions and write in sufficient detail about the various aspects pertinent to the questions set, citing where necessary from the studied text to corroborate their arguments. Answers should as far as possible be spontaneous and personalised and not give the impression that they have been somewhat prepared beforehand and studied by heart to be reproduced in the examination. Marks for grammatical and spelling mistakes will be deducted if they are of such a nature



that the examiner cannot read and understand the particular word/s and/or sentence. The marks shall be allocated as follows:

Comprehension of task at hand & pertinence of facts presented	6
Coherence: organisation of text/ logical sequence of events	4
Language Use (vocabulary and expression)	3
Grammatical and orthographical correctness	3

### **2.3.2 Part 2: Culture – 28 marks**

#### **Description**

The scope of this part of the syllabus is not only to make the candidates aware of the country's geographical features and its history but also to portray the Germans' lifestyle, their customs and traditions. The teachers are encouraged to teach 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, and it is recommended to teach language through culture and vice versa, thus developing language skills especially those of reading, listening and writing. For this reason it is not only the content which is assessed in the answers. Two questions shall be set on each of the four categories listed hereunder. When preparing their candidates to answer the question set on any one of the sub-sections of the themes, the teachers should strive to impart as broad, significant and essential knowledge about them as possible as exemplified in the learning outcomes for each theme.

Candidates are required to choose one question from each category, thus attempting four questions in all. Each answer should consist of a text of between 60 and 75 words. The four categories are:

1. Deutschland: Land, Sprache und Leute (Germany: the country, the language, the people)
2. Moderne Geschichte (1918-1990) (Modern History of Germany)
3. Deutschland Aktuell (Germany Today)
4. Persönlichkeiten der deutschen Sprache und Literatur (German language and literary personalities)

These categories are further categorized 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**

A total of 7 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, sound and full exposition of all 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. The marks shall be allocated as follows:

Comprehension of task at hand/ pertinence of facts presented	3
Coherence: clear and logical text	2
Grammatical and orthographical correctness	2

**Description:**

**Thema 1: Deutschland: Land, Sprache und Leute**

When answering one of two questions set on this theme, candidates are expected to be able to write 60-75 words about:

- The fact that German is spoken as mother language in the so-called D-A-Ch-Li Länder and as a minority language in other regions in Europe (deutschsprachige Gebiete) like Luxembourg, Belgium, France (Elsass), Italy (Südtirol), Czech Republic and Poland.
- The status of the German language vis-a vis other world languages and its importance as a trade language (Handelssprache) in Europe;
- The fact that different dialects are spoken in Germany and the main regions in which they are spoken;
- Traditional food and drink in Germany;
- The most important geographical features of Germany namely geographical position and the nine neighbouring countries, area, population, main rivers, islands, mountains, forests and shipping canals, the different types of landscapes, the names of the sixteen Bundesländer and their capital cities
- The general climate;
- National flag, day and anthem;
- German traditions associated with main feasts such as Advent, Christmas, Easter and carnival.

**Learning outcomes**

By answering correctly the question set on this theme, the candidate will demonstrate that one has acquired broad, significant and essential knowledge about each of the sub-sections of the theme. In particular one would be able:

**LO 1:** To differentiate the so-called D-A-CH-Li Länder with German as Muttersprache from the so-called deutschsprachige Gebiete and Minderheiten

**LO 2:** To realise that in contrast e.g. to Mandarin Chinese and English, German is no world language but it is still a significant trade language in Europe

**LO 3:** To name the most important German dialects and the regions where they are mainly spoken

**LO 4:** To identify typical German food and drink

**LO 5:** To demonstrate knowledge on the most important geographical features of Germany

**LO 6:** To identify the German national day, flag and anthem

**LO 7:** To demonstrate knowledge on German traditions associated with main feasts.

**Thema 2: Moderne Geschichte (1918-1990)**

When answering one of two questions set on this theme, candidates are expected to be able to write 60-75 words about:

- 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 write about the economic development in the 1930s as well as about the national-socialist ideology.

- LO 2:** Exhibit basic knowledge of the causes and major events of the Second World War.  
**LO 3:** Write about 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 reunification in the 1990s.

### **Thema 3: Deutschland Aktuell**

When answering one of two questions set on any one of the following sub-sections of this theme, candidates are expected to be able to write 60-75 words about:

- The success of Germany in important sports events namely in football, Formula 1 and tennis.
- 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 answering correctly the question set on this theme, the candidate will demonstrate that one has acquired broad, significant and essential knowledge about each of the sub-sections of the theme. In particular one would be able to:

- LO 1:** Acknowledge Germany as a successful nation in sports events  
**LO 2:** Demonstrate knowledge on Germany's main industry and the products that are exported worldwide  
**LO 3:** Differentiate between the different types of compulsory schooling and between the different types of post-secondary schooling/education.

### **Thema 4: Persönlichkeiten der deutschen Sprache und Literatur**

When answering one of two questions set on this theme, candidates are expected to be able to write 60-75 words about the contribution of the following German personalities towards the development of the German language:

Martin Luther, Johann W. von Goethe, Friedrich Schiller, the brothers Jacob and Wilhelm Grimm

### **Learning outcomes**

By answering correctly the question set on this theme, the candidate will demonstrate that one has acquired broad, significant and essential knowledge about the contributions of some of the German personalities listed representing the fields of German language and literature. In particular one should be able to write about:

- LO 1:** Martin Luther as initiator of the reformation movement in Germany and his first translation of the bible into a German language, which could be read and understood by everybody, irrespective of educational background  
**LO 2:** The two most important representatives of classical German literature, Johann W. von Goethe and Friedrich Schiller and mention some of their most important works like 'Faust 1 and 2', and 'Die Leiden des jungen Werther's' 'Die Räuber', 'Kabale und Liebe', 'Wilhelm Tell'  
**LO 3:** The brothers' Grimm famous collection of German fairy tales – 'Kinder- und Hausmärchen' and their valid contribution towards the development of the German language as academics, philologists, cultural researchers and lexicographers

## **2.4 Paper IV: Oral**

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

## Oral Examination /Mündliche Prüfung/Mündlicher Ausdruck

The oral session is approximately 12 minutes long and consists of three parts.

Part 1: Self-Introduction/Informal Interview	10 marks
Part 2: Picture Description	20 marks
Part 3: Discussion	30 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 both simple and complex structures accurately

### Marking Criteria

The oral session assesses the level of candidates spoken German based on 4 criteria

- Fluency and Coherence
- Vocabulary
- Grammar
- Pronunciation

### Part 1

Self-Introduction/Informal Interview

2 minutes, 10 marks

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

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

- candidate's experience with the German language
- candidate's experience with the German 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 prospects not necessarily linked to the German language.

### Learning Outcomes

Candidates should be able to:

**LO 1** Give basic information about one's experience with learning German/ with the German language, the German culture and the role of knowledge of German in one's career

**LO2** Express oneself about personal future plans

### Part 2

5 minutes, 20 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 candidate shall give his views on the particular topic under discussion and shall express why in his

opinion one picture best represents the topic. Typical topics portrayed in the pictures shall be:

- family and friendships
- living environment
- health issues
- food and drink
- school and further studies
- work and work environment
- free time activities
- media and technology
- arts and culture
- 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

### **Part 3**

3-5 minutes, 30 marks

Part 3 consists of a discussion on a short text in German presented to the candidate. The candidate is given three texts, from which the candidate chooses one at random. The text shall not be longer than 70 words and shall serve as a discussion starter. The text shall therefore deal with topics that stimulate a discussion, such that the candidate can outline pros and cons and express an opinion. Topics may be from the list outlined in Part 2.

### **Learning Outcomes**

Candidates should be able to:

**LO 1** state the information presented in the text

**LO 2** Use the text as a starting point for a discussion about topic portrayed in text

**LO 3** Make use of a variety of words and idioms related to the topic being discussed

**LO 4** Express one's opinion about the topic portrayed and the text presented

**LO 5** Bring forward further aspects and arguments related to the text

### **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. For Part 3, the candidate is given three texts in German to choose one at random.
4. 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 maximum of **three questions** from the prescribed list such that the candidate can briefly outline his current status with

respect to studies/work, future plans and his 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 or after the third question, 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/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 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 opinion about the topic at hand.

### **Exam Part 3**

#### **Exam Procedure**

1. The examiner explains the procedure to be followed in Part 3.
2. The examiner asks the candidate to name the title of the text chosen.
3. The candidate is then asked to briefly outline the views expressed in the text and to state his/her opinion.
4. Consequently the candidate shall be asked to put forward other aspects related to the topic and put forward further arguments revolving around it.
5. Should the candidate fail to interpret the text, or should the candidate be stuck for words, the examiner may assist the candidate by prompting him with questions such that a discussion ensues.