

**ISEB**  
Independent Schools  
Examinations Board

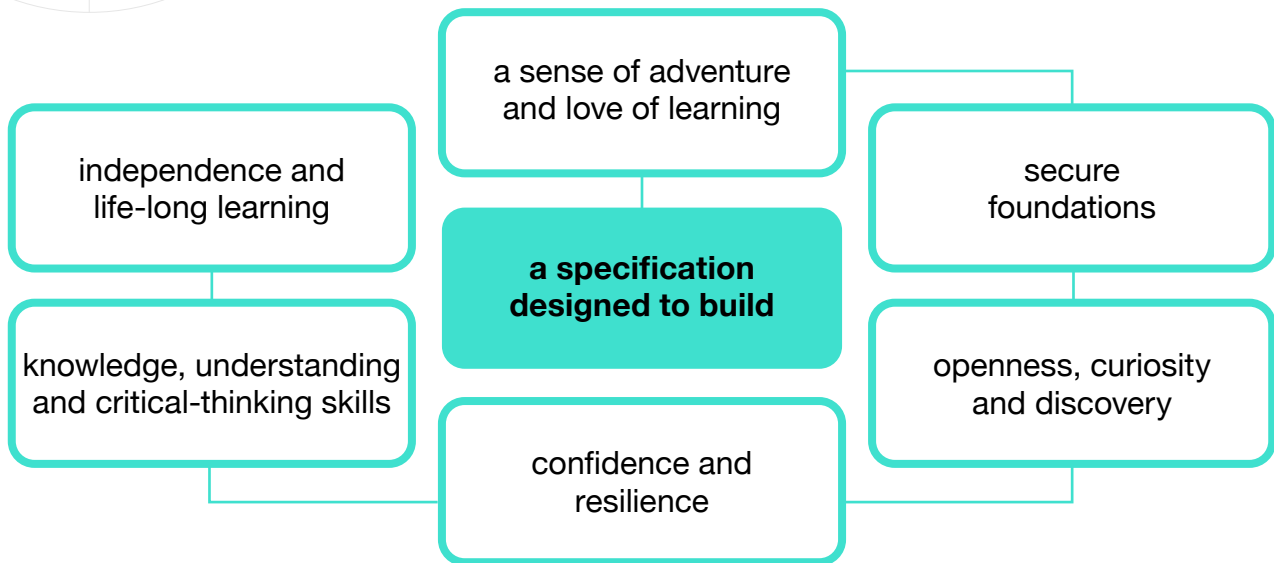
# GERMAN

**CE AT 13+**

*Specification*

*For teaching from September 2021 onwards*

*For examinations from May/June 2023 onwards*



## ISEB CORE AIMS

Pupils who have pursued a course of study based on CE specifications and assessments will:

- > be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- > be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.

They will:

- > enjoy reading and be able to articulate clearly orally and in writing
- > have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- > have the skills to work independently and collaboratively
- > understand how subjects connect with each other
- > demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

## IMPORTANT INFORMATION | DISCLAIMER

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times.

When we make changes to the specifications:

- > we will indicate the change clearly in the specification
- > there will be a new version number indicated
- > a summary of changes will be published as a separate document

If you do notice a discrepancy between the specification and a resource please contact us at: [common-entrance@iseb.co.uk](mailto:common-entrance@iseb.co.uk)

## INTRODUCTION

The ISEB German specification for examination at 13+ embraces the core aims of ISEB.

## AIMS

This German specification is designed to be accessible to learners of all abilities, and aims to encourage learners:

- > to foster a love of learning languages
- > to explore their language skills/potential fully
- > to be open to learning new skills, curious about how languages work and keen to experiment
- > to establish secure foundations in the language, which can be used in a variety of everyday situations and transferred to new situations
- > to develop strategies for coping with unfamiliar situations and language
- > to seek opportunities to practise their language skills, so that they can be used with confidence
- > to use the wealth of technology-based resources available to support their learning in a fun, creative and interactive way
- > to experience a sense of adventure when learning about countries and communities where the language is spoken
- > to adopt a positive and enthusiastic approach to learning languages, both for the next stage of their education and for wider opportunities in the future.

## ASSESSMENT OBJECTIVES

The examination will test candidates' ability to:

<b>AO1</b>	show an understanding of the spoken language, dealing with a range of familiar topics, and identify and note main points and specific details, including opinions.
<b>AO2</b>	take part in short conversations, giving and sustaining information and opinions.
<b>AO3</b>	show an understanding of a number of printed items, ranging from short, simple phrases to longer, more complex texts and identify and note main points and specific details, including opinions.
<b>AO4</b>	produce pieces of writing, ranging from short phrases to longer passages, in which they seek and convey information and opinions.



## SUBJECT CONTENT

The focus of this specification is on two distinct themes (*see Appendix I*), which aim to establish secure foundations in the language so that students have the skills and confidence to communicate with young and adult native speakers in a variety of everyday social and more formal situations.

Both themes should be studied in the context of the countries and communities where the language is spoken, so that students can experience the language in context, whilst also broadening their cultural awareness and empathy.

## ASSESSMENTS

The assessment tasks will be set in a German-speaking country and will require candidates to draw on the vocabulary and structures listed in both *Appendix I* and *Appendix II*.

All exercises in the listening and reading components can be completed without the use of past tenses, and none of the questions will specifically target details in which the use of past tenses is vital.

Some tasks in the listening and reading assessments may be based on other countries where the language is spoken, but the topics will be broadly familiar:

- > daily life
- > local/national cuisine
- > traditions, customs and festivals
- > places of interest (towns, regions, iconic sights etc.)

These tasks may also include language which is not immediately familiar to candidates, but this should not impinge on their ability to answer the questions set. Unfamiliar language which is key to a task will be glossed, but the teaching of useful coping strategies in such circumstances is highly recommended.

Exercises in the speaking and writing components offer open-ended tasks which allow candidates to show knowledge of a range of tenses, should they choose to use them. Senior schools should give clear advice to preparatory schools if they have particular requirements in this respect.

CE at 13+	Marks	
Listening	25	about 25 minutes
Reading/Writing	25 / 25	60 minutes
Speaking	25	8 minutes

## FURTHER ASSESSMENT DETAILS

Regulations for the conduct of the listening and speaking components can be found in the Schools area of the ISEB website.

### LISTENING

This will be based on a number of short pre-recorded passages. Instructions will be given in English. There will be 25 questions, usually arranged in five sections. There will be a range of question types: these might include multiple choice, true/false, table/grid completion, putting symbols on a map/plan, box-ticking, matching the recording with visual/verbal options, completing sentences/pictures, linking opinions with speakers, correcting a passage with mistakes highlighted, choosing correct answers or answering questions in English.

### SPEAKING

Speaking		Marks
Part 1	Role play	9
Part 2	Text-based task	8
Part 3	Open conversation	8

The teacher-examiner will assess the candidate's performance and will submit recordings of all candidates for moderation. Instructions will be printed in English.

There will be three parts: a role-play situation; a text-based task and an open, spontaneous and unprepared conversation.

Ten minutes before the test, the examiner will give each candidate, at random, one of the three cards which are set, ensuring that all cards are used equally.

Candidates must have a quiet place in which to prepare the card, where they will not be able to communicate with, or be distracted by, anyone else.

No written notes may be taken into the preparation room, and candidates must not have access to any material other than the role-play card, a bilingual paper dictionary, lined paper and a pen/pencil.

During the preparation time, candidates may make notes for Parts 1 and 2 of the test **only**. These notes can be referred to during the test, but they must be written on lined paper, **not** on the role-play card, and must be collected in at the end of the test.

### **Part 1: Role-Play situation** (about 1-2 minutes; 9 marks)

Candidates will be required to carry out six tasks in German which have been given in English. Past tenses will not be required in this exercise.

During the role play, there will be one unpredictable task, and the candidate will be required to respond, unprepared, to the examiner's question.

The role plays may be based on any area of the specification, and will be of a transactional or social nature, such as conversations in a shop, at the station, in a café/restaurant etc., or discussing hobbies, school or family etc. with a German-speaking friend.

The examiner will give a mark (maximum of 6 marks) for completion of the tasks and a mark (out of 3) for quality of language, in accordance with the descriptors shown in *Appendix III*.

### **Part 2: Text-based task** (about 2-3 minutes; 8 marks)

Candidates will be required to respond to five questions in German, basing their responses on information which has been given in English. Different tenses may be used in this task but are not required.

The text-based task is intended to engage candidates in interactions of a more social nature, and will therefore be based on the topics listed under Theme A: Socialising (see *Appendix I*).

The text-based task is not intended to be a simple translation exercise. Candidates should be encouraged to develop their responses beyond simple statements in order to access the top marks. They may add additional information, opinions and reasons to the stimulus material, but must be mindful of keeping this in proportion to the overall time allocation for the task and avoid overly long answers.

Although numbers etc. should be faithfully relayed, if key words are not known, the same message can usually be conveyed in other ways. Candidates should therefore be taught coping strategies, so that they are able to find an alternative way to express the same message.

Candidates' responses to the five questions will be assessed for Communication only, in accordance with the descriptors shown in *Appendix III*.

### **Part 3: Open Conversation** (about 2-3 minutes; 8 marks)

Candidates will be required to take part in an open, spontaneous and unprepared discussion of at least one of the topics listed under Theme A: Socialising (see *Appendix I*), but they should not overlap with the topics used in Parts 1 and 2.

Examiners are expected to use a wide range of topics, and candidates should not know in advance which topics have been chosen. Examiners should attempt to ask some questions of a more open nature, or a series of related questions to follow up on what has been said, in order to explore a topic in greater depth.

Examiners are encouraged to enable candidates to develop their responses in order to demonstrate their range of vocabulary and knowledge of the language. Candidates may use only the present tense if they wish, but they would need to show a knowledge of the past, present and future tenses in order to access the top marks. Overuse of pre-learnt responses and overly long responses which risk turning the dialogue into a monologue may limit the marks available.

The examiner will give an overall impression mark (maximum of 8 marks) for spontaneity, quality of response, quality of language and range of tenses used, in accordance with the descriptors shown in *Appendix III*.

## READING AND WRITING

### Part A: Reading

All instructions will be given in English.

There will be 25 questions on a number of short passages, arranged in five sections. There will be several exercises of differing length, covering a range of different approaches to the development of reading skills, e.g. gap filling, multiple choice, matching headings to texts, matching pictures to descriptions, matching two halves of a sentence, matching questions and answers, matching people and opinions, choosing a number of correct answers.

### Part B: Writing

All instructions will be given in English.

There will be two sections, worth a total of 25 marks.

Writing		Marks
Part 1	Grammar: sentence translation	10
Part 2	Continuous writing (80-120 words)	15

### Section 1: Grammar

Candidates will be required to translate five sentences from English into German, worth 2 marks each and designed to test the grammar listed in *Appendix II*. Nouns and their gender will be given, as well as the infinitive of at least one verb per sentence (with separable verbs shown with a forward slash, e.g. *auf/stehen*). The infinitive of modal verbs will not be given. Candidates will be expected to add extra words as necessary and make sure that the word order is correct in German. The past tense will not be required in this section.

Perfection is **not** required for full marks in this section, and minor errors should be tolerated. However, incorrect word order and errors associated with the manipulation of the vocabulary provided should be taken into consideration when awarding marks.

### Section 2: Continuous writing

This section will require 80-120 words of continuous writing in the form of an email, in which candidates may use only the present tense if they wish, but they would need to show a knowledge of past, present and future tenses in order to access the top marks.

Five bullet points will be given in English and German, of which candidates will be expected to choose at least four. Candidates will be credited for the accurate use of a wide variety of vocabulary and grammar, and the ability to demonstrate the full range of their knowledge of the linguistic features contained in the specification.

Marks will be awarded in accordance with the descriptors shown in *Appendix IV*.



## APPENDIX I

### SUBJECT CONTENT

The following is a list of the key topic areas for this specification.

The assessment tasks will require candidates to understand and respond to a range of vocabulary in each topic area, and to cope with some unfamiliar words†.

*†Unfamiliar words which are key to a task will be glossed, but the teaching of strategies for coping with unknown words is highly recommended.*

#### **THEME A: SOCIALISING**

Exchanging information about:

- > Self, family, friends and pets
- > Where I live (e.g. house, local town/area)
- > Home life (e.g. routine, household chores)
- > School and school life (e.g. classroom language, subjects, school day, routines)
- > Free time activities (e.g. music, cinema, TV, sport, use of modern technology)
- > Arranging to go out (e.g. when, where)
- > Times, dates, numbers and prices
- > Food and drink
- > Clothes
- > Holidays
- > Travel and transport
- > The weather
- > Simple health problems
- > Pocket money

#### **THEME B: COMMUNICATING IN MORE FORMAL SITUATIONS**

Achieving a purpose when:

- > Visiting a café or restaurant
- > Shopping (e.g. for food, clothes, presents, souvenirs)
- > Using public transport
- > Giving and understanding directions
- > Visiting tourist attractions (e.g. asking for and understanding information)
- > Booking hotel accommodation
- > Seeking medical assistance (doctor, pharmacy)



## APPENDIX II

### GRAMMAR

(\*for recognition only OR where appropriate to candidate's ability OR senior school requirements)

<b>Verbs</b>	<p>present tense:</p> <ul style="list-style-type: none"> <li>(i) weak</li> <li>(ii) strong</li> <li>(iii) separable/inseparable</li> <li>(iv) reflexive</li> <li>(v) modal</li> </ul> <p>future tense with <i>werden</i>          *perfect tense with <i>haben</i> and <i>sein</i>          *imperfect tense: only <i>ich/er war, hatte, konnte, musste, wollte, sollte</i> and <i>es gab</i>          *imperatives          negative  <i>es gibt, es ist</i>          word order in simple sentences          inversion          interrogatives          conditional: only <i>ich möchte, ich hätte gern</i></p>
<b>Nouns</b>	<p>genders and plurals of common nouns          cases and their use: nominative, accusative, dative          definite article, singular and plural          indefinite article and <i>kein</i>          *common adjectival and weak nouns</p>
<b>Adjectives</b>	<p>possessive: <i>mein, dein, sein, ihr, *unser, *euer, *Ihr</i>          *comparison          *agreement</p>
<b>Adverbs</b>	<p>common adverbs of place, manner and degree</p>
<b>Pronouns</b>	<p>subject pronouns          *direct and indirect object pronouns: <i>mich, mir, dich, dir</i>          *other object pronouns          *relative pronouns</p>
<b>Prepositions and Conjunctions</b>	<p>prepositions which govern: the dative, the accusative, the dative or the accusative          co-ordinating conjunctions  <i>um ... zu</i> + infinitive          *common subordinating conjunctions: <i>dass, weil, wenn</i></p>
<b>Numerals</b>	<p>time, days, dates          cardinal numbers: 0–100          *cardinal numbers: 101–1000          ordinal numbers: 1–31</p>

## APPENDIX III

### MARK SCHEME: SPEAKING

#### Part 1: Role Play

The role play is marked out of 9, according to the following descriptors. There is a total of 6 marks for the tasks and up to 3 marks for the quality of language throughout the role play.

Mark (per task)	Completion of task	[Total 6]
1	Full communication.	
½	Task partly carried out; there may be considerable hesitation.	
0	Failure to communicate.	

Mark (overall impression)	Quality of Language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the language.

#### Part 2: Text-based task

This section is marked out of 8, according to the following descriptors. Candidates' responses to the five questions are assessed for Communication only. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Communication
7-8	<b>Very good:</b> all, or virtually all, of the responses are full, include a conjugated verb and are delivered clearly and confidently; the information is communicated successfully, and some additional details and/or opinions are offered.
5-6	<b>Good:</b> a mixture of short and longer responses, most of which contain a conjugated verb and are delivered clearly; the information is communicated successfully, and at least one additional detail and/or opinion is offered.
3-4	<b>Satisfactory:</b> responses may be short and may not contain a conjugated verb, but are understandable; most of the information is communicated effectively.
1-2	<b>Limited:</b> responses are likely to be simple but brief, and some may lack clarity; delivery may be hesitant, with some prompting required; some of the information is communicated effectively.
0	<b>Weak:</b> very brief, often single word responses; communication of the information is limited.

### Part 3: Open Conversation

The open, spontaneous and unprepared discussion is marked out of 8, according to the descriptors below. (A best-fit policy should be used and ½ marks may be awarded.)

Mark (overall impression)	Mark Descriptor
7-8	<b>Very good:</b> a mostly open and spontaneous conversation, with some natural and occasionally extended responses to questions asked; good pronunciation and at least a reasonable attempt at intonation; opinions and justification offered; a wide range of vocabulary; a high level of grammatical accuracy, including confident use of different tenses; errors may exist, but only in the most ambitious language.
6	<b>Good:</b> a reasonably open conversation, with occasional attempts to answer questions naturally and spontaneously, and to offer longer responses; there may be some reliance on pre-learnt responses; a reasonable attempt at pronunciation; opinions are offered, but not always justified; a good range of vocabulary; the language used is generally accurate, but errors are more frequent; some success in using different tenses.
4-5	<b>Satisfactory:</b> a basic conversation with short but adequate responses, though much of what is said relies on pre-learnt responses; prompting may be required and delivery may be hesitant; a fair attempt at pronunciation; simple vocabulary and structures used, with some significant errors; responses generally given in the present tense, with little or no success in using different tenses.
2-3	<b>Limited:</b> a limited conversation, with some prompting required; the delivery of responses is slow and hesitant, and there is likely to be a heavy reliance on pre-learnt responses; the language used contains significant errors, with relatively little accurate usage.
0-1	<b>Very weak:</b> little or no communication; not easily understood; much prompting required.

## APPENDIX IV

### MARK SCHEME: WRITING

#### Section 1:

Up to two marks per sentence, awarded according to the descriptors below.

**Please note:** perfection is **not** required for full marks, and minor errors should be tolerated. However, incorrect word order and errors associated with the manipulation of the vocabulary provided should be taken into consideration when awarding marks.

Marks	Content and Communication
2	<b>Very good:</b> highly accurate.
1½	<b>Good:</b> generally accurate.
1	<b>Reasonable:</b> more accurate than inaccurate.
½	<b>Limited:</b> generally inaccurate.
0	<b>Little of merit:</b> highly inaccurate..

Total 10 marks.

#### Section 2:

This section is marked out of 15, according to the following descriptors. (A best-fit policy should be used when deciding which band, and ½ marks may be awarded.)

Total 15 marks.

Marks	Content and Communication
5	Responds fully to the task and communicates with no ambiguity in a coherent and detailed way.
4	Communicates relevant information clearly and elaborates all points.
3	Reasonable communication, but either one point not covered, or the general coverage of the points lacks detail.
2	Communication takes place, but with limited coverage of the required points and there may be instances of repeated or irrelevant material.
1	Partial communication and some attempt to respond to the task.
0	Communicates no relevant information.

Marks	Quality of Language
9-10	<b>Excellent:</b> a good range of grammar, vocabulary, idiom and structures, used confidently and accurately, including use of past, present and future tenses; very good application of word order rules; fluent, controlled and varied; errors may exist, but only in the most ambitious language.
7-8	<b>Very good:</b> a good level of accuracy, fluency, range of vocabulary and grammar, including some successful attempts at using different tenses; good application of word order rules.
5-6	<b>Good:</b> uses a range of straightforward structures and vocabulary, which may include an attempt to use different tenses; fair application of word order rules; more right than wrong; reasonably coherent and accurate.
3-4	<b>Satisfactory:</b> some awareness of verbs, but inconsistent overall; some range and variety of idiom, vocabulary and structures and knowledge of word order rules, but generally a weakness in application and accuracy.
1-2	<b>Weak:</b> inaccurate, very simple sentence structure and very poor range of vocabulary; inability to apply word order rules; much repetition; limited knowledge of the language; only a few phrases or short sentences accurate enough to be recognisable.
0	<b>Little of merit:</b> nothing coherent or accurate enough to be comprehensible.