



**L-Università
ta' Malta**

**MATSEC
Examinations Board**



SEC 16 Syllabus

German

2027

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

What is the subject? Give a general definition.

The study of languages enriches the mind and provides opportunities and challenges of the rapidly changing world. The **German** syllabus covers and gives equal importance to the four main language skills namely listening, speaking, reading and writing. The main focus lies on the development of communicative language competences and communicative strategies.

German is one of those languages which is spoken all around the world. It is considered as one of the major languages for international communication. Therefore, the study of the German language opens doors for the international job market.

What does a study of the subject entail?

This subject is based on eight learning outcomes. All outcomes are distributed amongst the four skills, each having a number of criteria covering level 1, 2 and 3. Each scholastic year shall cover various criteria from all levels. SEC German as a foreign language entails the development of the ability to communicate in both speaking and writing. It also requires that learners develop the skill to listen to and understand spoken German and to read and understand different text types.

All tasks including texts and other resources are based on familiar topics as indicated in the list of themes as shown in Appendix 3. They include language that is regularly encountered in learners' immediate environments as well as in situations that are likely to be encountered in areas where the target language is spoken.

How is the subject related to candidates' lives, to Malta, and/or to the world?

The teaching and learning of German as a foreign language is "necessary in light of the political, geographical and historical context of the Maltese Islands and the EU's emphasis on language learning and multilingualism." (NCF p. 52).

Foreign language study entails learning how to truly communicate and connect with others. The study of a foreign language gives the individual a true opportunity of finding a job in Malta and abroad. It provides broader access to education and information.

Learning a foreign language means that the individual apart from learning the linguistic component, will be also exposed to new cultures. It gives the opportunity to meet new and interesting people and developing lifelong friendships.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
2. develop the ability to use learning strategies (learning how to learn) and to evaluate one's own learning: this entails fostering positive attitudes towards study, work and leisure;
3. offer insights into culture and civilisation in order to develop linguistic competencies and to foster respect for others;
4. contribute to the cognitive and affective development of the individual and enhance self-esteem;
5. provide enjoyment and develop interest towards German while stimulating one's intellectual abilities.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1. talk about a familiar subject provided I can prepare beforehand.
- LO 2. express personal opinions and exchange information on familiar subjects and matters related to everyday life.
- LO 3. react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)
- LO 4. read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.
- LO 5. understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.
- LO 6. write on a range of familiar subjects.
- LO 7. communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.
- LO 8. react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)

List of Subject Foci

1. Speaking
2. Writing
3. Listening
4. Reading

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **GERMAN** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in German. (Level 1 being the lowest and level 3 the highest).

Level 1

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

| Subject Focus: Spoken production | | | |
|---|---|---|---|
| Learning Outcome 1: Paper II | I can talk about a familiar subject provided I can prepare beforehand. | | |
| Assessment Criteria (LEVEL 1) | | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 1.1a I can utter basic, brief, mostly intelligible phrases on prescribed topic. | 1.2a I can talk about a prescribed topic, by clearly developing a number of marks. | 1.3a I can talk about a prescribed topic by presenting ideas in a clear and linear manner. | 1.3ai I can talk about a prescribed topic giving details. |
| 1.1b I can express likes or dislikes about a familiar topic. | 1.2b I can give a reason/reasons to explain my opinion about a familiar topic. | 1.3b I can justify my views on a familiar topic. | |
| 1.1c I can present some basic points about a topic, which may not be linear. | 1.2c I can build coherence of most parts of a presentation through sequencing of ideas. | 1.3c I can generally ensure coherence through clearly related reference to a familiar topic. | |
| 1.1d I can use basic language with simple linguistic structures. | 1.2d I can use simple, often correct phrasal structures. | 1.3d I can use generally correct language with some complex phrasal structures. | |
| 1.1e I can use elementary and often repetitive vocabulary. | 1.2e I can use high-frequency vocabulary. | 1.3e I can use common vocabulary with some varied terms and/or expressions. | |
| 1.1f I can talk (with support) about events and situations in the present. | 1.2f I can talk (with limited support) about past and/or future events and/or situations. | 1.3f I can use expressions of time related to the past, present and future in a linear sequence of marks. | |

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| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
|--|---|---|
| 1.1g I can demonstrate limited target-language pronunciation and intonation. | 1.2g I can demonstrate acceptable target-language pronunciation and intonation. | 1.3g I can demonstrate generally good target-language pronunciation and intonation. |

* Assessment criteria "f" outlined in Learning Outcome 1 (Spoken - Production) are to be applied also to Learning Outcomes 2 and 3 (Spoken – Interaction).

| Subject Focus: Spoken Interaction | | |
|--|---|--|
| Learning Outcome 2: Paper II | I can express personal opinions and exchange information on familiar subjects and matters related to everyday life. | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 2.1a I can use, with prompts, simple phrases and/or simple sentences to communicate about familiar subjects. | 2.2a I can maintain simple conversations. | 2.3a I can maintain conversations by asking and answering questions. 2.3ai I can, of my own accord, start a conversation by asking questions. |
| | 2.2b I can, with prompts, exchange information by asking and answering questions and making suggestions. | 2.3b I can exchange information by suggesting alternatives and explain preferences. 2.3bi I can suggest and compare alternatives. |
| 2.1c I can say what I like and/or dislike using a limited range of expressions, when addressed clearly, slowly and directly. | 2.2c I can give my opinion about familiar subjects in everyday situations. | 2.3c I can give a reason/s for my opinion/s about familiar subjects. |
| 2.1d I can, with prompts, use basic phrases to take part in very short social exchanges. | 2.2d I can, with prompts, take part in very short social exchanges. | 2.3d I take part in social exchanges carried out in clearly articulated speech. |

| Subject Focus: Spoken Interaction | | |
|--|--|---|
| Learning Outcome 3: Paper II | I can react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.) | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 3.1a I can, with prompts, react to a situation by accepting and/or declining using simple words and/or simple phrases when addressed clearly, slowly and directly. | 3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences. | 3.3a I can react to a situation by accepting and/or declining and giving a justification. |
| 3.1c I can, with prompts, ask and/or react to basic questions related to the situation at hand. | 3.2b I can make a proposal in a simple way by making suggestions and/or asking for a reply. | 3.3b I can suggest an alternative proposal, giving reasons. |
| 3.1d I can express in simple phrases my feelings and/or opinions on a familiar topic. | 3.2c I can, with prompts, react and express my opinions related to the situation at hand. | 3.3c I can briefly justify my reactions related to the situation at hand. |
| 3.1f I can agree or disagree by saying yes or no. | 3.2d I can express my feelings and/or opinions, giving reasons. | 3.3d I can justify my thoughts/opinions and/or emotions. |
| 3.1g I can ask for repetition if necessary. | 3.2e I can compare things and/or people using simple language. | 3.3e I can make comparisons between situations and/or events. |
| | 3.2f I can agree or disagree with others using fixed phrases. | |
| | 3.2g I can ask for clarification if necessary, by using simple questions and/or basic phrases. | 3.3g I can ask for further information as necessary by probing the interlocutor. |

| Subject Focus: | Reading | |
|--|--|---|
| Learning Outcome 4 | I can read straightforward factual texts on familiar subjects, identifying gist and extracting specific information. | |
| Paper I and Paper II | | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 4.1a I can find familiar names, words or basic information in simple text/s. | 4.2a I can find specific information in text/s. | 4.3a I can find information in longer, detailed text/s on familiar topics. |
| | 4.2b I can identify others' views/opinions/preferences in text/s. | 4.3b I can distinguish between others' views/opinions/preferences in text/s. |
| | | 4.3c I can follow the line of argument in a simple text, identifying different marks of view. |
| 4.1d I can answer basic referential questions on simple text/s. | 4.2d I can answer referential questions on text/s. | |
| 4.1e I can identify the main topic/theme in simple text/s. | 4.2e I can identify the main topics/themes in more detailed text/s. | 4.3e I can identify the sub topics/themes in text/s. |
| 4.1f I can follow very simple instructions. | 4.2f I can follow straightforward instructions and/or directions. | 4.3f I can follow detailed instructions and/or directions. |
| | | 4.3g I can skim briefly through text/s for information. |

* Texts in reading may include timetables, postcards, adverts, flyers, brochures, correspondence, online content, articles, recipes, instructions/directions, etc.

| Subject Focus: | Listening | |
|--|---|--|
| Learning Outcome 5: | I can understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent. | |
| Paper I and Paper II | | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 5.1a I can identify basic general information in simple texts* delivered in slow and clear speech with long pauses to assimilate meaning. | 5.2a I can identify general information in simple texts provided speech is slowly articulated. | 5.3a I can identify the general information of short texts delivered at standard speed. |
| 5.1b I can follow slow, clearly articulated conversations/talks by other speakers who are using basic vocabulary. | | 5.3b I can follow in outline clearly articulated conversations/talks by other speakers on familiar topics. |
| | 5.2c I can identify others' views/opinions/preferences in text/s. | 5.3c I can distinguish between others' views/opinions/preferences in text/s. |
| 5.1d I can identify basic words and simple phrases provided there are pauses for assimilation of meaning and speech is clearly and slowly articulated. | 5.2d I can identify phrases and connected sentences provided speech is slowly articulated. | 5.3d I can identify straightforward factual information provided speech is clearly articulated in a standard accent. |
| 5.1e I can identify basic details in simple texts provided speech is clearly and slowly articulated. | 5.2e I can identify basic specific details in simple texts provided speech is clearly and slowly articulated. | 5.3e I can identify specific details in short texts delivered at standard speed. |
| 5.1f I can follow very simple instructions. | 5.2f I can follow straightforward instructions and/or directions. | 5.3f I can follow detailed instructions and/or directions. |

| Subject Focus: | Writing – Production | |
|--|---|--|
| Learning Outcome 6: | I can write on a range of familiar subjects. | |
| Paper I and Paper II | | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 6.1a I can write a short simple text by using basic sentence structure and by linking words or groups of words with basic linear connectors. | 6.2a I can write a short, simple text by using some connected sentences. | 6.3a I can write short cohesive text/texts or paragraph/paragraphs in a linear sequence using a series of connected sentences. |
| 6.1b I can give my opinion using basic phrases and/or sentences. | 6.2b I can express my opinion giving one reason. | 6.3b I can justify my opinion giving more than one reason. |
| 6.1c I can use basic vocabulary specific to the context. | 6.2c I can use a limited range of vocabulary specific to the context. | 6.3c I can make use of a good range of vocabulary specific to the context. |
| 6.1d I can write words or phrases by spelling basic common words. | 6.2d I can write simple sentences by spelling most high frequency words and common words. | 6.3d I can spell high frequency words and most words. |
| 6.1e I can make use of basic language structures with basic control of agreement. | 6.2e I can make use of simple language structures with some control of agreement. | 6.3e I can generally make use of language structures with good control of agreement. |
| 6.1f I can make use of very basic punctuation. | 6.2f I can make use of basic punctuation. | 6.3f I can make use of punctuation which is accurate enough for a text to be followed most of the time. |
| 6.1g I can use a limited number of grammatical structures, which may not be entirely accurate. | 6.2g I can use grammatical structures with limitations in accuracy. | 6.3g I can use generally accurate grammatical structures, which may be complex to some degree. |

| Subject Focus: | Writing – Interaction | | |
|--|--|--|--|
| Learning Outcome 7: | I can communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc. | | |
| Paper I and Paper II | | | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) | |
| 7.1a I can express in simple phrases my feelings and/or opinions on a familiar topic. | 7.2a I can express my feelings and/or opinions, giving one reason. | 7.3a I can justify my thoughts/opinions and/or emotions, giving more than one reason. | |
| 7.1b I can write about an everyday situation in the present using simple phrases. | 7.2b I can describe briefly an experience/event. | 7.3b I can develop relatively brief descriptions/situations moving through a logical sequence of events. | |
| 7.1c I can ask for and/or pass on information in written form using short phrases/sentences on personal matters. | 7.2c I can ask for and/or pass on information in written form using connected sentences. | 7.3c I can ask and/or answer questions in order to clarify something or to give information in writing. | |
| 7.1d I can use a limited range of vocabulary, which may be repetitive to some extent. | 7.2d I can use vocabulary which is generally appropriate to the task, with some attempt at variety. | 7.3d I can use a variety of mostly appropriate vocabulary. | |
| 7.1e I can make use of informal register in my writing. | | 7.3e I can make use of very limited formal register in my writing. | |

| Subject Focus: | Writing – Interaction | |
|--|---|--|
| Learning Outcome 8: | I can react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.) | |
| Paper I and Paper II | | |
| Assessment Criteria (LEVEL 1) | Assessment Criteria (LEVEL 2) | Assessment Criteria (LEVEL 3) |
| 8.1a I can accept or refuse a situation by using simple words and/or simple phrases. | 8.2a I can make a proposal in a simple way by making suggestions and/or asking for a reply. | 8.3a I can suggest an alternative proposal, giving more than one reason. |
| | 8.2b I can give a reason for accepting/refusing. | 8.3b I can justify my acceptance/refusal. |
| 8.1c I can express gratitude and/or apology using basic, standard phrases. | | 8.3c I can express gratitude and/or apology by briefly explaining my thoughts and feelings. |
| | 8.2d I can make simple requests for clarification. | 8.3d I can check and confirm information. |
| 8.1e I can give/ask for simple information/personal details. | 8.2e I can give/ask for information of immediate relevance with some detail. | 8.3e I can give/ask for information about experiences, feelings and/or events with reasonable precision. |
| | | 8.3f I can explain and/or describe experiences, feelings and/or events in some detail. |
| | 8.2g I can convey basic information about a familiar experience in the past. | 8.3g I can recount and/or report information about a past event/situation. |

* Assessment criteria "c", "e", "f" and "g" outlined in Learning Outcome 6 (Writing – Production) refer to writing communicative texts are to be applied also to Learning Outcomes 7 and 8 (Writing – Interaction)

Scheme of Assessment

School candidates

The assessment consists of Paper I and Paper 2. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA): is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment: is comprised of a two-hour written exam and a 5-7-minute oral examination, plus 5 minutes preparation time, set at the end of the programme and differentiated between two tiers:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

Paper I - School Based Assessment: (30% of the total marks)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two categories:

- SBA at categories 1-2 must identify assessment criteria from these two levels. It is suggested that ACs are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. It is suggested that ACs are weighted at a ratio of 30% at each of Levels 1 and 2, and 40% at Level 3.

The mark for SBA at level categories 1-2 presented for a qualification at level categories 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Paper II - Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

Controlled Assessment will:

- cover all learning outcomes including all learning outcomes which are not indicated to be covered through SBA;
- be marked out of 100.

Candidates may be eligible for a Level 3 only if they meet the criteria in the writing section of Paper II. Details about the controlled assessment can be found in the Appendix.

Private Candidates

Private candidates will not be expected to carry out any school-based assessment as school candidates. Instead, private candidates need to sit for another Controlled paper as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, one of which is common with school candidates.

Paper I – Controlled Assessment - Private Candidates Only (30% of the total mark)

Written Examination (40 marks; 1 hour written)

Paper I for private candidates shall be a controlled assessment assessing levels 1, 2 and 3 as described in the respective syllabus and set and marked by MATSEC. It shall mainly focus on the learning outcomes marked in the respective syllabi as suggested for school-based assessment.

Learning outcomes with assessment criteria in the psychomotor domain can be assessed by asking questions in pen-and-paper format seeking understanding of the activity.

It is comprised of a written paper of a maximum duration of one-hour assessing levels 1, 2 and 3.

Controlled Assessment will:

- be marked out of 30.

Paper II is common with school candidates

Appendices

Appendix 1: CONTROLLED ASSESSMENT

| Skill | Levels 1-2 | Levels 2-3 |
|------------------------------------|---|---|
| | 40% Level 1 + 60% Level 2 | 40% Level 2 + 60% Level 3 |
| SPEAKING 25 marks | <p>Duration of Exam: 5-7 minutes</p> <p>Preparation Time: 5 minutes for tasks 1, 2, 3</p> <p>Number of exercises: 3</p> <p>Task 1 (5 marks)</p> <p>Self-presentation. Candidates to choose 4 questions/prompts from a set of questions/prompts. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks)</p> <p>Personal experience with picture prompt. Five prompting questions (past and present). Clear Rubric and prompts according to level. (2 min)</p> <p>Task 3 (10 marks)</p> <p>Role play, which may include 'planning something together' OR Discussing a topic with visual aids and with prompting questions. (2-3 min)</p> <p>3 papers: Examiners' sheet, Candidates' paper, Corridor sheet.</p> <p>Each of the 3 parts may include visuals</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p> | <p>Duration of Exam: 5-7 minutes</p> <p>Preparation Time: 5 minutes for tasks 1, 2, 3</p> <p>Number of exercises: 3</p> <p>Task 1 (5 marks)</p> <p>Self-presentation. Candidates to choose 4 questions/prompts from a set of questions/prompts. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks)</p> <p>Personal experience with picture prompt. Five prompting questions (past, present and future). Clear Rubric and prompts according to level. (2 min)</p> <p>Task 3 (10 marks)</p> <p>Role play, which may include 'planning something together' OR Discussing a topic with visual aids and with prompting questions. (2-3 min)</p> <p>3 papers: Examiners' sheet, Candidates' paper, Corridor sheet.</p> <p>Each of the 3 parts may include visuals</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p> |

| | | |
|--|---|---|
| LISTENING 25 marks | <p>Duration: 40 minutes</p> <p>Number of words in all texts: 450-600</p> <p>Number of texts**: 3-4</p> <p>Number of items: 20-25</p> <p>½, 1, 2 marks may be used</p> <p>Person/s conducting the recording may be a native speaker.</p> | <p>Duration: 40 minutes</p> <p>Number of words in all texts: 550-700</p> <p>Number of texts **: 3-4</p> <p>Number of items: 20-25</p> <p>½, 1, 2 marks may be used</p> <p>Person/s conducting the recording may be a native speaker.</p> |
| READING 25 marks | <p>Duration: 40 minutes</p> <p>Number of tasks: 3-4</p> <p>Number of words in all texts: 450-600</p> <p>May contain visuals</p> <p>Number of items: 20-25</p> <p>½, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p> | <p>Duration: 40 minutes</p> <p>Number of tasks: 3-4</p> <p>Number of words in all texts: 550-700</p> <p>May contain visuals</p> <p>Number of items: 20-25</p> <p>½, 1, 2 marks may be used</p> <p>In each task there may be more than one text.</p> |
| READING and LISTENING question typologies | <p>Type of questions for READING and LISTENING may include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> 1. Multiple choice questions with 3 options to choose from; 2. Matching; 3. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required. Applies to reading only. 4. Single words or phrases in answers. 5. Fill in grid. <p>Multiple question typologies may be used in one task.</p> <p>An example can be provided for each of the typologies in the exam.</p> <p>Tasks may contain distractors.</p> | |
| WRITING 25 marks | <p>Duration: 40 minutes</p> <p>Task 1 – 30-40 (rubric to provide 3 points)*</p> | <p>Duration: 40 minutes</p> <p>Task 1 – 40-60 (rubric to provide 3 points) *</p> <p>Task 2 – 100-130 (rubric to provide 4 points)*</p> |

| | | |
|--|---|---|
| | <p>Task 2 – 80-100 (rubric to provide 4 points)*</p> <p>Total range of words: 110-140</p> <p>Number of tasks: 2</p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an invitation etc.)</p> <p>* Unless rubric states otherwise, candidates may opt to follow or to develop their own points as long as task is addressed.</p> <p>1 title only for each task</p> | <p>Total range of words: 140-190</p> <p>Number of tasks: 2</p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an invitation etc.)</p> <p>* Unless rubric states otherwise, candidates may opt to follow or to develop their own points as long as task is addressed.</p> <p>1 title only for each task</p> |
|--|---|---|

| READING/LISTENING Controlled papers distribution – TYPE 1 | |
|---|---|
| Level 1-2 | Level 2-3 |
| Total marks 25 Number of items: 20-25 Number of tasks: 3 Task 1 – Level 1 40% (10) Task 2 – Level 2 30% (7) Task 3 – Level 2 30% (8) | Total marks 25 Number of items: 20-25 Number of tasks: 3 Task 1 – Level 2 40% (10) Task 2 – Level 3 30% (7) Task 3 – Level 3 30% (8) |

OR

| READING/LISTENING Controlled papers distribution – TYPE 2 | |
|--|--|
| Level 1-2 | Level 2-3 |
| Total marks 25 Number of items: 20-25 | Total marks 25 Number of items: 20-25 |

| | |
|--------------------------|--------------------------|
| Number of tasks: 4 | Number of tasks: 4 |
| Task 1 – Level 1 20% (5) | Task 1 – Level 2 20% (5) |
| Task 2 – Level 1 20% (5) | Task 2 – Level 2 20% (5) |
| Task 3 – Level 2 30% (7) | Task 3 – Level 3 30% (7) |
| Task 4 – Level 2 30% (8) | Task 4 – Level 3 30% (8) |

Appendix 2: CONTROLLED ASSESSMENT – PRIVATE CANDIDATES

| | |
|--|--|
| Skill | Level 1-2-3 30%-30%-40% |
| LISTENING 10 marks | <p>Duration: 20 minutes Number of words: 250-350</p> <p>Number of texts** : 3 (10 marks) Number of items: 10 Extra Task 1 – 3 marks (Level 1) Extra Task 2 – 3 marks (Level 2) Extra Task 3 – 4 marks (Level 3)</p> <p>Person/s conducting the recording may be a native speaker.</p> |
| READING 10 marks | <p>Duration: 20 minutes Number of words: 250-350</p> <p>Number of texts** : 3 (10 marks) Number of items: 10 Extra Task 1 – 3 marks (Level 1) Extra Task 2 – 3 marks (Level 2) Extra Task 3 – 4 marks (Level 3)</p> <p>In each task there may be more than one text.</p> |
| READING LISTENING typologies and question | <p>Type of questions for READING and LISTENING may include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> 1. Multiple choice questions with 3 options to choose from; 2. Matching; 3. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required. Applies to reading only. 4. Single words or phrases in answers. 5. Fill in grid. <p>Multiple question typologies may be used in one task. An example can be provided for each of the typologies in the exam. Tasks may contain distractors.</p> |
| WRITING 10 marks | <p>Duration: 20 minutes Number of words: 80-110 Number of tasks: 1 (10 marks)</p> <p>Task should be communicative (letter, chat, email, write/reply to an invitation) 1 title only is given for the task 3-4 points given in the title</p> |

Appendix 3: Themes

Sociocultural knowledge is to be embedded in teaching and learning. Candidates will **not** be assessed on cultural content knowledge.

1. Greetings:

- different greetings according to the degree of formality which characterises the relationship
- different greetings according to the time of day
- different greetings according to the medium of communication e.g. face-to-face exchange, telephone, email, letter...
- asking someone how they are doing

2. Myself and others:

- talking about myself, family, friends and pets
- saying who they are, spelling their name
- address and contact number
- birth date / place of birth / age
- nationality and where they come from / live
- immediate family members and other relatives
- relative's occupations
- likes and dislikes e.g. their own and their relatives'
- description of people e.g. physically and character-wise
- personal relations e.g. friend, boy/girl-friend, acquaintance, other people they know

3. Leisure, hobbies and interests:

- free time, hobbies, leisure interests, and entertainment
- relationship with music, cinema, TV, online entertainment, sports, reading, attending youth groups
- express interests and preferences

4. Time and calendar:

- daily life routines, at home and at school
- traditions and habits on special occasions like feasts and celebrations
- events in the present and in the past
- telling and asking the time
- climate and weather conditions, weather forecast
- days of the week, months of the year, and seasons

5. Places (My immediate environment):

- type of dwelling – a house/ an apartment/ a building, etc and its surroundings such as a garden ...
- different rooms within the house/ building
- different places in a town/village - places of interest, entertainment e.g. cinema, restaurants and shops. Ask and give directions
- the school environment and its surroundings

- different activities at school level including a variety of subjects to study or other activities which take place within
- natural environment e.g. mountains, sea-side, country-side ...

6. Environmental awareness:

- understand and refer to environmental problems in basic terms
e.g. measures that can be taken to safeguard the environment, environmental awareness e.g. pollution, protection of living things ...

7. Travel:

- means of transport to holiday destinations
- experiences about holidays
- different lodgings such as hotels, hostels, camping sites ...
- services which can be offered by an establishment such as breakfast, dinner, types of rooms
- holiday activities

8. Food and drink:

- various types of foods associated with different meals of the day
- in a café, restaurant, grocery, supermarket ...
- food and beverages preferences
- basic vocabulary related to quantities, weights and measures

9. Healthy living/ lifestyle:

- personal health
- how a person feels physically e.g. tired, sick, hungry, in pain ...
- at the doctor's / pharmacy
- healthy lifestyle e.g. food, physical exercise, fitness ...

10. Use of Media and Technology:

- media e.g. magazines, social media, internet ...
- devices such as laptops, mobiles, tablets ...
- purposes and frequency of use of media and technology

11. Shops and shopping:

- weights, measures and sizes
- money and prices
- information on opening hours, special offers ...

12. Work and Job related matters:

- future profession and job-preferences
- part time jobs, pocket money, 'Praktikum' ...
- work location, frequency, schedules, work environment ...

Appendix 4: Glossary

LO 2

2.2a I can, maintain simple conversations.

*with prompts in level 2 means that conversation carries on with the help of the interlocutor.

LO 3

3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.

*with prompts in level 2 refers to: is able to continue conversation with the help of the interlocutor.

Appendix 5: Language Content**Language Content**

- Nouns: Singular and Plural (all Genders)
- Question Words
- Ordinal and Cardinal Numbers
- The Negative Form *nicht*
- The Nominative, the Accusative and the Dative Case:
Articles (Definite/indefinite Article and in the Negative Form)
Personal, Possessive and Demonstrative Pronouns
- Prepositions taking Accusative, Dative and Two-way Prepositions
- Adjectives in the Comparative and Superlative Form
- Adjective Endings in the Nominative, Accusative and Dative Case (Definite/Indefinite Article)
- The Imperative Form (Singular and Plural, Friendly and Polite Form)

- The Present Tense of all types of verbs (Regular and Irregular Verbs) including Inseparable, Separable, Reflexive and Modal Verbs
- The Present Perfect of all types of verbs (Regular and Irregular Verbs) including Inseparable, Separable and Reflexive Verbs.
- Simple Past of the most commonly used verbs (Regular and Irregular Verbs) including Inseparable, Separable, Reflexive and Modal Verbs
- Verbs followed by Prepositions
- Verbs followed by the Dative Case
- Word Order in a main clause and in a question
- Position of expressions of Time, Manner and Place
- The Coordinating Conjunctions and the correct Word Order: *und, oder, sondern, aber and denn*
- The Subordinating Conjunctions and the correct Word Order: *als, wenn, bevor, weil, bis, seitdem, damit, dass, da, obwohl, um ... zu and während*