# Singapore–Cambridge General Certificate of Education Advanced Level Higher 2 (2027)

# German (Syllabus 9736)

(For school candidates only)

# CONTENTS

# 1 INTRODUCTION

This document provides details of Higher 2 German for candidates in **Singapore**.

This syllabus is available in October/November only.

**Note on the use of dictionaries**: Centres and candidates should note that dictionaries may be used for the Coursework component and in the *preparation* for the Speaking test. Dictionaries may not be used in any of the other components nor *during* the Speaking test.

# 2 AIMS

The aims of the syllabus are set out below and describe the educational purposes of following a course in German at Higher 2. The aims are to:

- develop the language proficiency required to communicate effectively in German
- explore, appreciate and engage with the culture, society and literature of countries and communities where German is spoken
- provide enjoyment, intellectual stimulation and curiosity to learn more
- develop intercultural awareness, encouraging a positive, open and empathetic approach to other languages and cultures
- continue developing the skills, language and attitudes required for higher education, work and leisure
- develop an awareness of the student's own personal learning style and the opportunities for learning independently
- further develop transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness, cognitive and cultural flexibility) to complement other areas of the curriculum, prepare for higher level studies and gain valuable life skills.

# 3 ASSESSMENT OBJECTIVES

The examination will assess candidates' linguistic competence and their knowledge of contemporary society by requiring them to:

**AO1 Listening**

L1 understand main points and key information from a range of spoken sources
L2 identify emotions, opinions and attitudes which are stated or strongly implied in speech
L3 understand ideas, arguments and conclusions in structured and longer speech
L4 demonstrate an understanding of a wide range of vocabulary and language structures in speech on general topics.

**AO2 Reading**

R1 understand detailed information from a range of texts when expressed in standard or idiomatic language
R2 identify emotions, opinions and attitudes which are stated or implied in texts
R3 understand ideas, arguments and conclusions in discursive texts
R4 demonstrate a good understanding of a wide range of vocabulary and language structures used in texts on general topics.

**AO3 Writing**

W1  communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
W2  organise ideas by paragraphing and by using a range of appropriate linking devices
W3  use text conventions and register appropriate to the given purpose and audience
W4  use a wide range of vocabulary and grammar
W5  use vocabulary and grammar accurately.

**AO4 Speaking**

S1  communicate information, ideas, opinions and arguments clearly and effectively, with support/justification
S2  engage in a conversation and contribute effectively to help move the conversation forward
S3  use a wide range of vocabulary and grammar
S4  use vocabulary and grammar accurately
S5  show control of pronunciation and intonation.

# 4  TOPIC AREAS

*All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where German is spoken. Further guidance on the Topic Areas is given in section 7 of this syllabus.*

The subject content is organised into six topic areas at Higher 2. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The topic areas listed below are described in more detail in section 7.

- Culture
- Health and well-being
- Education and future plans
- Community and society
- Our responsibility for the planet
- Science and technology

A course based on this syllabus should provide students with meaningful opportunities to enhance their language skills. Through engagement with a variety of texts and application of a wide range of vocabulary and structures, students will develop the confidence to communicate effectively with other users of German.

# 5  ASSESSMENT

**AVAILABILITY OF COMPONENTS**

| Component 1 Listening | Component 2 Reading | Component 3 Writing | Component 4 Speaking | Component 5 Coursework |
|---|---|---|---|---|
| October/ November | October/ November | October/ November | October/ November | October/ November |

**RULES OF COMBINATION**

Candidates will take Components 1, 2, 3, 4 and 5.

**SCHEME OF ASSESSMENT SUMMARY**

| Component 1 | | Component 2 | | Component 3 | | Component 4 | | Component 5 | |
|---|---|---|---|---|---|---|---|---|---|
| duration | weighting | duration | weighting | duration | weighting | duration | weighting | duration | weighting |
| approx. 1 hour | 20% | 1 hour 30 minutes | 20% | 2 hours | 20% | approx. 20 minutes | 20% | n/a | 20% |

# 6  DESCRIPTION OF COMPONENTS

**COMPONENT 1: Listening (approx. 1 hour) (40 marks)**

All items will be heard twice. All rubrics and task descriptions will be in German. Candidates will write their answers on the question paper.

There will be two sections.

**Section 1** (10 marks)
Two short, factual items will be heard, e.g. news flashes, advertisements, dialogues, telephone messages. Both verbal and non-verbal responses will be required. Tasks to test comprehension might include box-ticking, matching, gap-filling, entering information on a grid, timetable, programme or other diagrammatic aid.

**Section 2** (30 marks)
Candidates will listen to two extended pieces taken from a statement or talk given by a single speaker or from an interview or a discussion involving more than one speaker.
Questions will test overall comprehension of the text and comprehension of specific detail.

**COMPONENT 2: Reading (1 hour 30 minutes) (40 marks)**

This paper consists of 40 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option on a multiple-choice answer sheet. The questions test comprehension of a range of text types (e.g. newspaper/magazine articles, blogs, brochures, reports, stories, correspondence, reviews).

**Description of questions**

Questions 1–6 (6 marks)
Candidates read a text and answer six multiple-choice questions with four options.

Questions 7–12 (6 marks)
Candidates read a text with six missing phrases; they choose the correct phrase from a choice of eight options to fill each gap.

Questions 13–20 (8 marks)
Candidates read four thematically linked short texts and identify which statement relates to which of the four texts.

Questions 21–32 (12 marks)
Candidates read a text with 12 gaps and choose the correct option to complete each gap. There are four options for each gap.

Questions 33–40 (8 marks)
Candidates read a text and answer eight multiple-choice questions with four options.

**COMPONENT 3: Writing (2 hours) (40 marks)**

This paper consists of two writing tasks.

Candidates answer Question 1 and answer **either** Question 2 **or** Question 3.

Candidates will be awarded marks in three categories for each response:
- Task completion (Question 1) / Content (Questions 2 and 3)
- Linguistic range and organisation
- Language accuracy.

All responses should address the task set. Responses that do not address the task may not be awarded marks in the Task completion, Content and/or in the Linguistic range and organisation / Language accuracy categories.

**Description of questions**

Question 1: Functional Writing (16 marks)
Candidates write a letter or email (150 to 200 words) on a given situation.

Question 2 or Question 3: Extended Writing (24 marks)
Candidates write an essay (300 to 400 words) on one of two topics, with an argumentative focus.


**COMPONENT 4: Speaking (approx. 20 minutes) (40 marks)**

This component description should be read in conjunction with the mark scheme in section 8 of this syllabus.

The Speaking Test will be recorded for external moderation by Cambridge.

The timings listed for the individual parts of the test must be adhered to, within the tolerances given.

**Section 1:** Presentation (no more than 3½ minutes) (10 marks)

Candidates will give a presentation of about 3 minutes on a specific topic.

The subject matter of the presentation should be drawn from one of the topic areas listed in section 4 and **must** be treated in such a way as to reflect a knowledge of the contemporary society or cultural heritage of a country where German is spoken. **There must not be a close relationship between the subject of the presentation and items of coursework for Component 5**. Centres wishing to seek advice on the acceptability of subject matter are welcome to contact the Cambridge Languages group through the Singapore Examinations and Assessment Board (SEAB).

Candidates will show evidence of their ability to present relevant facts, to express opinions and hypotheses and to put forward points for discussion.

Candidates should have thoroughly prepared a topic in which they have a personal interest and that they give a lively and interesting presentation. Candidates may prepare a 'cue card' in German to bring into the examination room. The 'cue card' should be no larger than a postcard and may contain a maximum of 5 headings in succinct point-form to remind candidates of the points they wish to make. Candidates may also bring in a limited quantity of illustrative material, which may include maps, diagrams, statistics, pictures and short articles. **A script of their presentation is not allowed.**

Examiners will only interrupt candidates to ask questions where the speech shows no sign of finishing after about 3½ minutes, or to prompt candidates having obvious difficulty in continuing with their speech.

**Section 2:** Topic conversation (7–8 minutes) (12 marks)

The presentation will lead into a conversation about the chosen topic. During the delivery of the presentation, examiners are likely to make notes in order to help them to ask appropriate questions. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view. In order to give the candidate every opportunity to do this, questions will be of the 'tell me more about…', 'why?', 'how?' variety, rather than closed questions which may be answered by 'yes/no'. When choosing a topic,

candidates should consider how a conversation about it might develop: if they cannot think of questions they could be asked, it is unlikely to present an appropriate source of discussion. The examiner's objective will be to encourage the candidate to contribute as much as possible to the conversation.

**Section 3:** General conversation (8–9 minutes) (12 marks)

This section will begin with fairly straightforward questions about the candidate's background and interests and will move quickly on to a more mature conversation discussing more abstract and/or current issues within the general topic areas.

The subjects covered in this section will depend on the candidate's interests and the subject of the presentation: it would not be appropriate to continue talking about the environment/green issues when the candidate has already chosen to discuss ecology for the topic. Candidates should be able to discuss some matters of current interest though it is unreasonable to assume that all candidates will be closely informed on all matters of serious contemporary concern: if the candidate seems unresponsive, the examiner will try a change of topic.

For example, examiners might begin the General Conversation section with questions such as 'How do you spend your spare time?', leading rapidly to matters of contemporary interest/current affairs. The type of question is important: closed questions may, of course, be used to gain some information on the candidate's interests, but 'why...?', 'how...?', 'what do you think about...?' will give the candidate scope to expand his/her responses.

Each of the 'starter' questions mentioned above could, depending on the reactions of the candidate, lead away from factual matters towards more abstract areas, for example:

- 'How long have you lived here?' could lead on to 'What do you think of the area?' → 'What would attract people to the area/make them leave it?' → 'What would be your ideal place to live and why?'
- 'What subjects are you studying?' → 'What do you think of the way you've been taught?' → 'How could it be improved?' → discussion of school/education system, comparison with other countries.

To give a possible outline of the way the General Conversation section might develop:

| •     **'What do you do in your spare time?'** | |
|---|---|
| Answer: 'Sport'<br>Supplementary questions – taking part?/watching?/team/individual?<br>→ Why?<br>This could develop along sport/health lines, necessity for sport in schools, success/failure of national teams<br>→ Discussions on fair play, dedication and discipline, behaviour and challenges in sport in contemporary society, all according to the responses of the candidate. | Answer: 'Watch TV'<br>Supplementary questions – what sort of programmes/news?<br>This might develop along the lines of whether the news is unbiased/censorship in general<br>Films? → what makes a film successful, importance of stars and why; national or international film industries, subsidies for the Arts, etc.<br>Documentaries? → are they merely entertainment, or a genuine educational experience? are they sensationalised? → power of the media, etc. |

The General Conversation section might only cover 2/3 topic areas, but might touch on more if the examiner has difficulty finding something the candidate is interested in, or can talk about. Candidates who cannot sustain the conversation at a level appropriate to a 17/18+ examination when given every opportunity to do so cannot expect a high mark.

Reference may be made to a candidate's reading but candidates will not be examined in detail on the content of any set books. Questions will act as stepping stones to the discussion of wider issues.

**Whole test:** Section 1 Presentation, Section 2 Topic Conversation and Section 3 General Conversation (6 marks)

6 marks are available for pronunciation and intonation across all three parts of the test.

**Important Note:**
Both conversation elements should be lively and spontaneous. Teachers should warn their candidates not to produce chunks of pre-learned material because Cambridge's moderators will have been advised to penalise

candidates who do so. Equally, teachers who may also be conducting the final examination should guard against over-rehearsing the tests in advance. Any suspicion of collusion in the conduct of speaking tests (e.g. pre-prepared questions, candidates or teachers using pre-determined scripts) will be dealt with in accordance with Cambridge's malpractice procedures.

**COMPONENT 5: Coursework (40 marks)**

Candidates will submit coursework in German, made up of one piece of work totalling approximately 1250 words (see also below). The coursework will normally come from within the topic areas in Section 4 of this document and must refer to target language countries or be based on materials written from the target language country's perspective. Candidates may treat their coursework in whatever way they wish – imaginative and/or creative coursework is welcomed, provided that it arises from a body of reading or research and can be appropriately assessed using the assessment criteria provided.

Candidates should discuss the scope of their work with their teacher. They should plan their work before beginning and establish a bibliography of reference material which will normally be in German, unless there is good reason to include work in English or in any other language (e.g. in the case of comparative studies or literary criticism). The bibliography should not be included in the word count.

The word count must be stated and any quotation from source material must be included in it. Candidates are not penalised if their work extends to 1375 words. However, candidates may disadvantage themselves if their assignments are significantly over or under the word count guidance.

Further Guidance on Coursework is given in section 9 of this syllabus.

# 7  FURTHER GUIDANCE ON THE USE OF THE TOPIC LIST

Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries/communities where German is spoken.

| Topic areas | Sub-topics and examples |
| --- | --- |
| **1    Culture** | **Entertainment**<br>For example:<br>• types of popular entertainment: cinema, TV/streaming, gaming, internet<br>• the role of entertainment in our lives<br>• celebrity culture: role models, idols, responsibilities |
| | **Identity and culture**<br>For example:<br>• expressing identity through style and appearance, language, association with particular groups, fashion<br>• preserving/respecting cultural heritage, sites/monuments, festivals, traditions |
| | **The arts**<br>For example:<br>• theatre, music, visual arts, dance, literature, film<br>• access to the arts, funding (commercial/governmental), awards/prizes, representation/diversity |

| Topic areas | Sub-topics and examples |
|---|---|
| **2 Health and well-being** | **Health and fitness**<br>For example:<br>• the role of sport in society, fair play, individual versus team sports, national sports events<br>• physical health, the importance of exercise/diet<br>• mental health and happiness, sleep, mental health awareness, self-esteem<br>• healthcare provision |
| | **Nutrition**<br>For example:<br>• different types of diet/eating habits<br>• environmental impact of food production, organic foods, food waste and shortage<br>• ethics of food production, fair trade, food labelling, government intervention |
| | **Managing well-being**<br>For example:<br>• work-life balance<br>• importance of leisure activities<br>• relaxation |

| Topic areas | Sub-topics and examples |
|---|---|
| **3 Education and future plans** | **Life at school**<br>For example:<br>• different education systems<br>• student issues: discipline, workload, time management, organisation of the school day/year<br>• school as preparation for future life |
| | **Further/higher education**<br>For example:<br>• access and barriers to further/higher education<br>• costs versus benefits of further/higher education<br>• alternatives to further/higher education: vocational education, apprenticeships, gap years |
| | **Career/work choices**<br>For example:<br>• different career options<br>• the world of work, different workplaces and working practices, employment and unemployment<br>• money versus job satisfaction, volunteering, working for charities |

| Topic areas | Sub-topics and examples |
|---|---|
| **4**    **Community and society** | **Equality and diversity**<br>For example:<br>• inclusivity, diversity, gender equality, social mobility<br>• prejudices within society: ageism, racism, classism<br>• immigration, refugees, integration<br><br>**Lifestyle**<br>For example:<br>• friends, family and relationships, generation gap, changing patterns of family life<br>• quality of life: where we live, differences between urban/rural/coastal life, changing patterns in where people live, overcrowding and its consequences, social isolation<br>• lifestyle choices: relationships, diet, fashion, self-expression, values, goals<br><br>**Society**<br>For example:<br>• Social organisation, law and order, local and national governance, communities<br>• national and global citizenship<br>• rights and responsibilities of individuals, governments |

| Topic areas | Sub-topics and examples |
|---|---|
| **5**    **Our responsibility for our planet** | **The environment**<br>For example:<br>• global warming, climate change and pollution, possible solutions, governmental intervention, impact on the economy<br>• preserving biodiversity/ecosystems, treatment of animals<br>• impact of growing population<br><br>**Sustainable living**<br>For example:<br>• use of natural resources and recycling, waste disposal, consumerism/overconsumption<br>• sources and use of energy: fossil fuels, renewable energy, energy and geopolitics, impact of energy production on local environment and landscape<br>• reducing environmental impact, individual choices in housing, food, travel<br><br>**Protecting our world**<br>For example:<br>• travel and tourism: sustainable tourism, benefits of travel<br>• global cooperation versus national agendas<br>• the role of individuals versus the role industry/governments, environmental movements |

| Topic areas | Sub-topics and examples |
|---|---|
| **6 Science and technology** | **Scientific and technological innovation**<br>For example:<br>• medical advances, ethics of research<br>• smart technology, privacy and security<br>• artificial intelligence |
| | **Social media**<br>For example:<br>• digital media, benefits and dangers<br>• communication technology<br>• online communities |
| | **Technology**<br>For example:<br>• access to technology<br>• technology in education<br>• technology in the workplace |

# 8  MARK SCHEMES

**COMPONENT 3: Writing**

Candidates will be awarded marks in three categories for each piece they respond to:

Question 1: Functional Writing
- Task completion (maximum of 8 marks): see Table A
- Linguistic range and organisation (maximum of 4 marks): see Table B
- Language accuracy (maximum of 4 marks): see Table C.

Question 2 and Question 3: Argumentative Writing
- Content (maximum of 8 marks): see Table D
- Linguistic range and organisation (maximum of 8 marks): see Table E
- Language accuracy (maximum of 8 marks): see Table F.

## TABLE A – Question 1 Task Completion

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

| Level | Description | Marks |
|---|---|---|
| 4 | <ul><li>Communicates detailed information that is always relevant with clear and supported opinions.</li><li>Maintains a sense of purpose and audience throughout by using conventions and register appropriate to the task.</li><li>Completes all parts of the task fully.</li></ul> | 7–8 |
| 3 | <ul><li>Communicates detailed information that is sometimes relevant with opinions that are sometimes supported.</li><li>Shows some sense of purpose and audience, although the conventions and register used may be inappropriate in places.</li><li>Completes most parts of the task with some development.</li></ul> | 5–6 |
| 2 | <ul><li>Communicates limited information that can sometimes be irrelevant and attempts to give opinions that are occasionally supported.</li><li>Generally insufficient sense of purpose and audience, with generally inappropriate use of conventions and register.</li><li>Attempts some parts of the task with some detail.</li></ul> | 3–4 |
| 1 | <ul><li>Communicates very basic information that is frequently irrelevant. There is an attempt to give opinions.</li><li>Lacks a sense of purpose and audience, with inappropriate use of conventions.</li><li>Attempts task(s) with little or no detail.</li></ul> | 1–2 |
| 0 | No creditable response. | 0 |

## TABLES B and C – Question 1 Quality of Written Communication

Responses that do not address the task and were awarded 0 marks for Task Completion (Table A) cannot be awarded a mark above Level 2 for Linguistic range and organisation, e.g. a composition of pre-learnt material that does not follow the instructions.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

| Level | Table B Linguistic range and organisation | | Table C Language accuracy | |
|---|---|---|---|---|
| | Description | Marks | Description | Marks |
| 4 | <ul><li>Ideas are consistently well-organised and structured coherently in paragraphs.</li><li>Uses a wide range of simple and complex structures to express their ideas.</li><li>Uses a wide range of linking words and cohesive devices to create a well-linked connected sequence of points, relevant to the task.</li><li>Uses a wide range of vocabulary appropriate to the task(s). Regular use of less common but appropriate vocabulary.</li></ul> | 4 | <ul><li>Consistently accurate use of simple grammar.</li><li>Shows a good degree of control of some complex grammar.</li><li>Good use of spelling and punctuation with some minor slips.</li><li>Errors do not impede communication.</li></ul> | 4 |
| 3 | <ul><li>The text is generally well-organised in paragraphs.</li><li>Uses a range of structures, including some complex structures, to express their ideas.</li><li>Uses a range of linking words and some cohesive devices to create a mostly well-linked connected sequence of points, relevant to the task.</li><li>Uses a range of vocabulary appropriate to the task(s). Occasional use of less common but appropriate vocabulary.</li></ul> | 3 | <ul><li>Accurate use of simple grammar, with some minor slips.</li><li>Uses some more complex grammar, with some slips.</li><li>Good use of spelling and punctuation with occasional slips.</li><li>Errors very rarely impede communication.</li></ul> | 3 |
| 2 | <ul><li>The text is generally organised in paragraphs.</li><li>Uses mostly simple structures and some complex structures to express their ideas.</li><li>Uses linking words and some cohesive devices to create a connected sequence of points sometimes relevant to the task, occasionally difficult to follow.</li><li>Uses vocabulary appropriate to the task(s), frequently overusing some vocabulary.</li></ul> | 2 | <ul><li>Good use of simple grammar, with some errors.</li><li>Uses some more complex grammar, with frequent errors.</li><li>Some errors in spelling and punctuation.</li><li>Errors sometimes impede communication.</li></ul> | 2 |

| Level | Table B Linguistic range and organisation | | Table C Language accuracy | |
|---|---|---|---|---|
| | **Description** | **Marks** | **Description** | **Marks** |
| **1** | • There are some attempts at paragraphing.<br>• Uses simple structures to express their ideas.<br>• Uses basic linking words to create a sequence of points, which is often irrelevant to the task and difficult to follow.<br>• Relies on repeated use of a small range of vocabulary, not always appropriate to the task. | 1 | • Uses simple grammar, with frequent errors.<br>• Attempts to use more complex grammar, with limited success.<br>• Frequent errors in spelling and punctuation.<br>• Errors frequently impede communication. | 1 |
| **0** | No creditable response. | 0 | No creditable response. | 0 |

**TABLE D – Questions 2 and 3 Content**

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W3: Use text conventions and register appropriate to the given purpose and audience.

| Level | Description | Marks |
|---|---|---|
| **4** | • Information used is fully relevant to the question.<br>• Fully develops complex ideas, expanding particular points, with a wide range of supporting evidence, justifications and examples.<br>• A very detailed argumentative/discursive response, written in an assured and natural style appropriate to the task.<br>• Convincingly argues a case and/or discussed both sides, with an effective conclusion. | 7–8 |
| **3** | • Information used is mostly relevant to the question.<br>• Develops some complex ideas, expanding particular points, with a range of supporting evidence, justifications and examples.<br>• A detailed argumentative/discursive response, written in a natural style appropriate to the task.<br>• Clearly argues a case and/or discusses both sides, with a clear conclusion. | 5–6 |
| **2** | • Information used is partially relevant to the question.<br>• Develops ideas and main points with some supporting evidence, giving reasons and examples.<br>• An argumentative/discursive response with some detail, written in an appropriate style.<br>• Argues a case and/or discusses both sides with some repetition. May draw a simple conclusion. | 3–4 |
| **1** | • Information used is occasionally relevant to the question.<br>• Partially develops ideas and main points with occasional supporting reasons and examples.<br>• An argumentative/discursive response with limited detail; attempts to write in an appropriate style.<br>• There are inconsistencies in the argument or discussion with repetition. | 1–2 |
| **0** | No creditable response. Performance is below level 1. | 0 |

**TABLES E and F – Questions 2 and 3 Quality of Written Communication**

Only work which is clearly related to the question can be considered when applying the marks for Quality of Written Communication. Essays which do not relate in any way to the exact essay title/question will be awarded 0 marks for content and 0 marks for language.

W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W4: Use a wide range of vocabulary and grammar.
W5: Use vocabulary and grammar accurately.

| Level | Table E Linguistic range and organisation | | Table F Language accuracy | |
| --- | --- | --- | --- | --- |
| | **Description** | **Marks** | **Description** | **Marks** |
| 3 | • A clearly-organised and coherent text using a good range of cohesive devices and appropriate paragraphing.<br>• Uses a wide range of grammar, including complex structures.<br>• Uses a wide range of appropriate vocabulary including less common vocabulary. Uses language naturally and with ease. | 7–8 | • Consistently maintains a high degree of grammatical accuracy.<br>• Spelling and punctuation are accurate with occasional slips.<br>• Errors do not impede communication. | 7–8 |
| 2 | • A generally well-organised and coherent text using a range of cohesive devices and possibly using paragraphing.<br>• Uses a range of grammar including some complex structures.<br>• Uses a range of appropriate vocabulary. Can avoid repetition with some success. | 4–6 | • Good use of simple grammar. Use of some complex grammar with occasional errors.<br>• Spelling and punctuation are generally accurate, with occasional errors.<br>• Errors rarely impede communication. | 4–6 |
| 1 | • The text is not well organised. May include limited or repetitive use of cohesive devices.<br>• Uses mostly simple structures with occasional use of complex structures.<br>• Uses vocabulary appropriate to the task, but frequently overuses some vocabulary. | 1–3 | • Uses simple grammar, with some errors.<br>• Attempts to use more complex grammar, with frequent errors.<br>• Some errors in spelling and punctuation.<br>• Errors sometimes impede communication. | 1–3 |
| 0 | No creditable response. Performance is below level 1. | 0 | No creditable response. Performance is below level 1. | 0 |

**Glossary of terms used in the Writing levels-based mark schemes**

**TABLE A and D – Task completion / Content**

• **Relevant:** related or relatable to required content points and/or task requirements.
• **Conventions:** include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly and should use the right tone for the communicative purpose.

**TABLES B and E – Quality of Written Communication**

- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking words:** are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all', 'finally').
- **Cohesive devices:** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures:** a simple structure is, for example, a sentence that has just one independent clause (i.e. it stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures:** a complex structure is, for example, a sentence that has an independent clause (i.e. it stands alone and expresses one complete thought) and a dependent clause (i.e. one that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Less common vocabulary:** appears less often or may be used to express ideas more succinctly and precisely.
- **Errors and slips:** Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/ grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.


## COMPONENT 4: Speaking

### Section 1: Presentation

The presentation will be marked out of 10 marks.

S1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.

| Level | Communication (S1) | Marks |
|-------|--------------------|-------|
| 5 | <ul><li>Communicates detailed information, ideas, opinions and arguments clearly and effectively.</li><li>Consistently clear development and organisation of content.</li><li>Effective support/justification of content.</li></ul> | 9–10 |
| 4 | <ul><li>Communicates detailed information, ideas, opinions and arguments in a mostly clear and effective way.</li><li>Generally clear development and organisation of content.</li><li>Mostly effective support/justification of content.</li></ul> | 7–8 |
| 3 | <ul><li>Communicates information, ideas, opinions and arguments with some detail and clarity.</li><li>Some development and organisation of content, which may not always be successful.</li><li>Some support/justification of content.</li></ul> | 5–6 |
| 2 | <ul><li>Communicates simple information, ideas, opinions and arguments but these often lack clarity.</li><li>Limited attempts to develop and organise content.</li><li>Attempts to support/justify some content with limited success.</li></ul> | 3–4 |

| Level | Communication (S1) | Marks |
|---|---|---|
| 1 | • Gives basic information, ideas, opinions and arguments but these may be irrelevant.<br>• Minimal attempts to develop and organise content.<br>• Minimal attempt to support/justify content. | 1–2 |
| 0 | No creditable response. | 0 |

**Section 2: Topic conversation and Section 3: General conversation**

Examiners will mark out of 12 for each part: Communication and effective engagement (4 marks), language range (4 marks), Language accuracy (4 marks)

**Conversations: Communication and effective engagement**

S1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.

S2: Engage in a conversation and contribute effectively to help move the conversation forward.

| Level | Communication and effective engagement (S1 and S2) | Marks |
|---|---|---|
| 4 | • Communicates detailed information, ideas, opinions and arguments clearly and effectively.<br>• Consistently clear development and organisation of content with effective support/justification. (S1)<br>• Effective engagement in the conversation. Responds fully to all examiner input. Sustains their own part in the conversation with ease. (S2) | 4 |
| 3 | • Communicates detailed information, ideas, opinions and arguments in a mostly clear and effective way.<br>• Generally clear development and organisation of content with mostly effective support/justification (S1)<br>• Mostly effective engagement in the conversation. Responds to most examiner input. Generally sustains their own part in the conversation. (S2) | 3 |
| 2 | • Communicates information, ideas, opinions and arguments with some detail.<br>• Some development and organisation of content, which may not always be successful. Some support/justification of content. (S1)<br>• Some effective engagement in the conversation. Needs some prompting from the examiner. Not always able to sustain their own part in the conversation. (S2) | 2 |
| 1 | • Communicates basic information, ideas, opinions and arguments but these may be irrelevant.<br>• Attempts to develop, organise and support/justify content with limited success. (S1)<br>• Limited engagement and responses. Requires prompting. Relies on the examiner and is unable to sustain fluency. (S2) | 1 |
| 0 | No creditable response. | 0 |

**Conversations: Language range and accuracy**

S3: Use a wide range of vocabulary and grammar.
S4: Use vocabulary and grammar accurately.

| Level | Language range (S3) | Marks | Language accuracy (S4) | Marks |
|---|---|---|---|---|
| 4 | • Uses a wide range of linking and cohesive devices to connect a series of points.<br>• Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary.<br>• Can vary formulation to avoid repetition. | 4 | • Use of simple grammar is consistently accurate.<br>• Shows a good degree of control of some complex grammar. | 4 |
| 3 | • Uses a range of linking and cohesive devices to connect a series of points.<br>• Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary.<br>• Attempts to vary formulation but some repetition is present. | 3 | • Use of simple grammar is generally accurate.<br>• Uses some complex grammar, with occasional slips. | 3 |
| 2 | • Uses some linking and cohesive devices to connect a sequence of points.<br>• Uses vocabulary appropriate to the tasks. Makes some attempt to use less common vocabulary.<br>• There is some repetition. | 2 | • Uses simple grammar, with occasional errors.<br>• Makes some use of more complex grammar, with some errors.<br>• Communication is not always clear. | 2 |
| 1 | • Uses simple linking and cohesive devices to attempt to connect a series of points, not always successfully.<br>• Uses common vocabulary with some irrelevance. Range is limited with no attempt to use less common vocabulary.<br>• There is frequent repetition. | 1 | • Uses simple grammar, with frequent errors.<br>• Attempts to use more complex grammar with limited success.<br>• Makes frequent errors. Communication is often impeded. | 1 |
| 0 | No creditable response. | 0 | No creditable response. | 0 |

**Whole test: Section 1 Presentation, Section 2 Topic conversation and Section 3 General conversation.**

6 marks are available for pronunciation and intonation across all three parts of the test.

**Pronunciation and intonation**

S5: Show control of pronunciation and intonation.

| Level | Pronunciation and intonation (S5) | Marks |
|---|---|---|
| 3 | • Pronunciation is consistently clear and understandable.<br>• Intonation is controlled and appropriate.<br>• Individual sounds are articulated accurately and clearly. | 5–6 |
| 2 | • Pronunciation is generally clear and understandable.<br>• Partial control of intonation.<br>• Individual sounds are generally articulated clearly, though with some errors. | 3–4 |
| 1 | • Pronunciation is unclear and difficult to understand.<br>• Little sense of intonation.<br>• Individual sounds have frequent errors. | 1–2 |
| 0 | No creditable response. | 0 |

**Glossary of terms used in the Speaking levels-based mark schemes**

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking and cohesive devices:** refers to linking words and phrases (e.g. 'but', 'because', 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Formulation:** the choice of words and grammatical forms a candidate uses to express meaning.
- **Less common vocabulary:** appears less often and is used to express ideas more succinctly and precisely.
- **Errors** are systematic mistakes.
- **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms, and tense contrasts.

**COMPONENT 5: Coursework**

Candidates will be awarded marks in three categories:
- Content (maximum of 20 marks): see Table A
- Quality of written communication – Range (maximum of 10 marks): see Table B
- Quality of written communication – Accuracy (maximum of 10 marks): see Table C

**Table A – Content**

W1: Communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.
W2: Organise ideas by paragraphing and by using a range of appropriate linking devices.
W3: Use text conventions and register appropriate to the given purpose and audience.

| Level | Description | Marks |
|---|---|---|
| 5 | • Sophisticated communication with relevant, convincing support/justification. Content is closely focused on the chosen topic and is developed in a complex way. Content is expanded using a wide range of relevant supporting evidence/justification. (W1)<br>• Ideas are well organised for maximum impact and effect, and the text is coherent and convincing. A wide range of cohesive devices and paragraphs are used appropriately and effectively throughout. (W2)<br>• Uses text conventions and register wholly appropriate for the given purpose and audience. Provides an effective and assured opening and ending. (W3) | 17–20 |
| 4 | • Clear and effective communication with relevant and effective support/justification. Content is relevant to the chosen topic and some content is developed in a more complex way. Content is expanded using a range of relevant supporting evidence/justification. (W1)<br>• Ideas are organised successfully, and the text is coherent throughout. The use of cohesive devices and paragraphs is appropriate. (W2)<br>• Uses appropriate text conventions and register for the given purpose and audience. Provides an effective opening and ending. (W3) | 13–16 |
| 3 | • Mostly clear and effective communication with mostly relevant support/justification. Content is mostly relevant to the chosen topic, using a range of supporting evidence/justification. (W1)<br>• Ideas are, for the most part, well organised, and the text is mostly coherent, though there may be some inconsistency. The use of cohesive devices and paragraphs is mostly appropriate. (W2)<br>• Uses mostly appropriate text conventions and register for the given purpose and audience. Provides a mostly effective opening and ending. (W3) | 9–12 |
| 2 | • Some clear communication with some support/justification. Content is partially relevant to the chosen topic and may include some repetition. Some clear reasons/examples are used to support. (W1)<br>• Some organisation of ideas, though this may not always be successful. Some use of cohesive devices, though these may be repetitive. Some evidence of paragraphing, though often not successful. (W2)<br>• Some use of appropriate text conventions and register for the given purpose and audience. Provides a simple opening and ending. (W3) | 5–8 |
| 1 | • Limited communication with minimal support/justification. Content is not fully relevant to the chosen topic and may be repetitive. Basic examples/reasons are used to support. (W1)<br>• Ideas are not well organised and the text lacks overall coherence. Limited or repetitive use of cohesive devices and limited evidence of a deliberate structure. (W2)<br>• Limited use of appropriate text conventions and register for the given purpose and audience. May provide a basic opening and ending. (W3) | 1–4 |
| 0 | No creditable response. Performance is below level 1. | 0 |

**TABLES B and C – Quality Of Written Communication**

**W4:** Use a wide range of vocabulary and grammar.
**W5:** Use vocabulary and grammar accurately.

| Level | Range W4 Description | Marks | Accuracy W5 Description | Marks |
|---|---|---|---|---|
| 3 | • Uses a wide range of grammar, including a variety of complex structures.<br>• Uses a wide range of appropriate vocabulary, including less common and possibly specialist vocabulary. | 8–10 | • Consistently high degree of grammatical accuracy in both simple and complex structures.<br>• Spelling and punctuation are accurate with occasional minor slips.<br>• Minor errors which do not impede communication. | 8–10 |
| 2 | • Uses a range of grammar including some complex structures.<br>• Uses a range of appropriate vocabulary. Can avoid repetition with some success. | 4–7 | • Generally accurate use of simple grammar. Occasional errors in complex grammar.<br>• Spelling and punctuation are generally accurate, with occasional errors.<br>• Some errors which do not often impede communication. | 4–7 |
| 1 | • Uses simple grammatical structures.<br>• Uses vocabulary appropriate to the task, but frequently overuses some vocabulary. | 1–3 | • Frequent errors in simple grammar.<br>• Frequent errors in spelling and punctuation.<br>• Errors often impede communication. | 1–3 |
| 0 | No creditable response. Performance is below level 1. | 0 | • No creditable response. Performance is below level 1. | 0 |

**Glossary of terms used in the coursework levels-based mark schemes**

**TABLE A – Content**

- **relevant:** related or relatable to required content points and/or task requirements.

**TABLES B and C – Quality of Written Communication**

- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Cohesive devices:** refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Simple structures:** a simple structure is, for example, a sentence that has just one independent clause (i.e. It stands alone and expresses one complete thought) and uses a basic tense.
- **Complex structures:** a complex structure is, for example, a sentence that has an independent clause (i.e. It stands alone and expresses one complete thought) and a dependent clause (i.e. One that cannot stand alone as a complete sentence because it does not express a complete thought).
- **Errors and slips:** errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. The candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/ grammatical point are accurate, a mistake on that point would most likely be a slip.

- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

# 9  FURTHER GUIDANCE ON COURSEWORK

This guidance should be read in conjunction with the component description.

**1    The nature of coursework**

Coursework can be seen as an important element in integrating the various parts of the A-Level syllabus, and as a way for candidates to draw on their personal interests and develop study and research skills as set out in the objectives of the examination. It presents a serious intellectual challenge permitting study in depth and extended writing in the foreign language. The assessment criteria given in Section 8 express at greater length the qualities which coursework aims to develop.

Coursework will normally come from within the topic areas set out in the syllabus (coursework based on works of art or literature, etc. will fit into culture), and must refer to target language countries or be based on materials written from the target language perspective.

Experience has shown that it is helpful for teachers and candidates to have some common theme to work on in the first phases of the coursework process. Students will not tackle identical titles nor will use the same 'material studied in class', for their coursework. Teachers and candidates may choose to submit coursework pieces on material studied by the whole class, for example a book or a film or reading and discussion of an article. Although the point of departure is the same for the whole class, candidates will choose different titles, may go to varying sources for their information, and choose to vary the format of the work submitted, following up their own ideas.

Candidates will produce one piece of extended writing totalling approximately 1250 words. The piece of work will be marked out of 40.

**2    The role of the teacher**

Teachers can provide guidance and supervision in the following ways:

- to assist with suggestions of topics
- to indicate sources of information, e.g. organisations or people who might be able to help, materials, places to visit, references, etc.
- to advise on the practicability or impracticability of approaches proposed by candidates
- to give suggestions as to length, approach and treatment
- to take an active role in the choice of title
- to exercise a continuing supervision of work to prevent plagiarism and to monitor progress
- to ensure that the work is completed in accordance with the syllabus requirements and that it can be assessed in accordance with the specified criteria
- to satisfy themselves, as far as they are able, that all written work submitted for coursework assessment is the candidate's own, unaided work.

Teachers may comment on the first draft of the final submission in general terms.

As far as the language is concerned, teachers may make a general statement that e.g. more care is to be taken with agreements or with the use of tenses and that the candidate should go back and review these points, but teachers must not indicate every specific error for the candidate. Teachers may also comment in general terms on content, structure and organisation of the work. Candidates should produce no more than one draft of the work for the teacher to comment on and the teacher should mark it once only.

All coursework must therefore be the candidate's original work. Teachers must record the guidance they have given to candidates on the Teacher's Comments Sheet, together with comments on the candidate's development and approach. A cover sheet must be attached to the coursework.

**3    The role of the moderator**

The purpose of moderation is to bring the marking of an internally assessed component in all participating centres to an agreed standard. Moderation is concerned primarily with the level and spread of marks, but the moderator will also comment, where appropriate, on other aspects of the work, such as the choice of topic, the quality of presentation, etc.

**4    Sample size**

All work from a centre will be sent to the moderator. In centres with more than 10 candidates, the moderator will normally look at about 10; in small centres all candidates will be looked at. Internal moderation is required where more than one teacher in a centre has been involved in the marking.

**5    Presentation of coursework**

Candidates should present their work in a clearly readable form, with illustration and documentation where appropriate, and with some concern for the effect of presentation on the teacher/examiner and moderator.

Each item of coursework must be accompanied by a bibliography in which any sources used are to be mentioned. The responsible use of Artificial Intelligence (AI) is permitted. Content produced by AI such as ChatGPT is not considered as candidates' own work and therefore candidates are required to acknowledge sources used in their work. Where direct quotation is made, this must be acknowledged both in the bibliography and by the use of quotation marks. Sources must be acknowledged through the use of in-text citations, footnotes, endnotes or in their bibliography. Candidates who attempt to present someone else's work or ideas as their own will be reported to Cambridge and will be dealt with in accordance with Cambridge's malpractice procedures. Teachers are responsible for ensuring that candidates are aware of this regulation.

For despatch to the moderator, work must be placed in soft folders and clearly labelled with the centre and candidate name, centre and index number and the syllabus and component number.

**6    Arrangements for external moderation**

The following must be sent to reach SEAB for onward transmission to Cambridge as soon as possible:
(i)    the work of all the candidates entered for the examination
(ii)   Assessment Forms and Teacher's Comments Sheets for all the candidates entered for the examination.

**7    Dates**

All work must reach SEAB for onward transmission to Cambridge as soon as possible.

**GERMAN (9736/5)**                                                      **Appendix A**

## COURSEWORK COVER SHEET

## GCE HIGHER 2 (SINGAPORE) 2027

Cover sheet to be attached to coursework.

| GERMAN | 9736/5 |
|--------|--------|

| Centre Number | | Centre Name | |
|---------------|--|-------------|--|
| Index Number | | Candidate Name | |

Title of essay: ...................................................................................................................................

Number of words: .............................

Date completed: ..............................

Detailed bibliography: ......................................................................................................................

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This piece of work is entirely my own. It contains no material published or assisted by another person, or created by the use of Artificial Intelligence, whether in part or whole, except where acknowledgements are made with the use of in-text citations, footnotes, or endnotes, or in my bibliographies.

Signature of candidate: ....................................................................................................................

**CAMBRIDGE**
International Education                                        **9736/SINGAPORE/CWCS**

**GERMAN (9736/5)**                                                        **Appendix B**

**COURSEWORK ASSESSMENT FORM**

## GCE HIGHER 2 (SINGAPORE) 2027

**Instructions**

This Assessment Form is to be completed during the period of work on the essay and at the time of the final assessment. It should not be placed with the candidate's work but in a separate folder of comments sheets and mark sheets. Retain all forms securely pending further instructions from Cambridge.

| Centre Number | | Centre Name | |
|---|---|---|---|
| Index Number | | Candidate Name | |

| Short Title | Date Completed | CRITERIA | | | Raw Mark (max 40) |
|---|---|---|---|---|---|
| | | A (max 20) | B (max 10) | C (max 10) | |
| | | | | | |
| | | | | | |

*For Moderator's use only*

| CRITERIA | | | Raw Mark (max 40) |
|---|---|---|---|
| A (max 20) | B (max 10) | C (max 10) | |
| | | | |

**CAMBRIDGE**
International Education                          **9736/SINGAPORE/CWAF**

**GERMAN (9736/5)**  **Appendix C**

**TEACHER'S COMMENTS SHEET**

## GCE HIGHER 2 (SINGAPORE) 2027

**Instructions**

This record is to be completed during the period of work on the essays and at the time of the final assessment (one sheet for each candidate). It should not be placed with the candidate's work but in a separate folder of comments sheets and mark sheets.

| Centre Number | | | | | | Centre Name | |
|---|---|---|---|---|---|---|---|
| Index Number | | | | | | Candidate Name | |

Comments on the level of teacher help and advice in presentation and planning.

Teacher's comments on the work and the basis for the assessment given. Please also indicate below your impression of the quality of the candidate's written work, e.g. how much the candidate has been influenced by the foreign language sources used.

Tick here to indicate that you are entirely happy that this coursework
is a fair reflection of the candidate's efforts and ability.

Teacher's name (printed): ........................................................ Signature: ...........................................………

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