

16+ PAST PAPER PACK

Rugby School 16+ German

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RUGBY SCHOOL

Sixth Form Entrance Examination

SPECIMEN PAPER

German

Time allowed: 1 hour

The essay should be written on lined paper.

Allocate your time carefully.

Reading = 15 Marks

Grammar = 15 Marks

Writing = 30 Marks

Name: _____

Section A: Reading

Read the following text and answer in English the questions that follow.

Aus Annas Tagebuch

Am Abend vor der Ankunft der deutschen Gruppe

Morgen kommen die Deutschen – und ich habe überhaupt keine Lust darauf. Warum habe ich mich für diesen dummen Austausch angemeldet? Ich kann nicht richtig Deutsch und diese Vanessa scheint mir auch nicht so freundlich zu sein. Aber jetzt muss ich das machen.

Nach dem ersten Vormittag

Die Deutschen sind angekommen. Wir haben so ein Spiel zum Kennenlernen gemacht. Es war überhaupt nicht lustig und es war auf Deutsch, also habe ich kaum etwas verstanden. Und meine Meinung über Vanessa stimmt: Freundlich ist sie nicht.

Nach dem ersten Abend

Vanessa ist jetzt im Bett. Wir waren mit der ganzen Gruppe in Utrecht: Wir sind kegeln gegangen. Es war eigentlich ganz lustig, auch mit Vanessa. Sie versteht, was ich sage, und ich verstehe sie auch. Vielleicht ist sie doch nett.

1. What did Anna think of the exchange before the German visitors arrived? (1)

.....
.....

2. What problems did she foresee on the evening before the Germans arrived? Mention 1 thing (1)

.....
.....

3. Why did Anna not enjoy the “getting to know you” game? (1)

.....
.....

4. What was Anna’s opinion of her exchange partner, Vanessa, after the first morning? (1)

.....
.....

5. What did the group do in Utrecht? (1)

.....
.....

6. What does Anna now think of Vanessa? (1)

.....
.....

Vor der Abfahrt nach Deutschland

Morgen fahren wir nach Hamburg. Ich freue mich auf die Reise, aber ich bin auch etwas nervös. Ich frage mich, wie Vanessas Eltern sind.

Nach dem ersten Vormittag in Hamburg

Es macht Spaß hier. Vanessas Eltern sind auch sehr sympathisch. Zu Mittag haben wir zu Hause warm gegessen, weil die Schule schon sehr früh zu Ende ist (viel früher als bei uns). Nach dem Mittagessen passierte etwas Lustiges. Vanessas Vater sagte: „Ich bin satt“ – und alle mussten lachen, als ich sagte, dass das bei uns im Niederländischen bedeutet, dass man betrunken ist!

Zurück in Holland

Wir sind gerade aus Deutschland zurück und alle sind schrecklich müde. Heute Morgen haben wir mit der ganzen Gruppe in der Schule gefrühstückt. Danach mussten wir uns verabschieden und fast alle mussten weinen. Ich auch: Ich wollte gar nicht weg.

7) How did Anna feel about the visit to Hamburg? Write the correct letter in the box. (1)

A She was really looking forward to it.

B She had mixed feelings about it.

C She did not want to go

8) What difference did Anna notice about school in Germany? (1)

.....
.....

9) How did Anna's feelings about the exchange differ at the end from her feelings at the beginning? (1)

.....
.....

AN DER BUSHALTESTELLE VERUNGLÜCKT

Gütersloh. Am Donnerstag ist ein Zwölfjähriger auf dem Weg von der Schule zurück nach Hause an einer Bushaltestelle verunglückt. Gegen 13.40 Uhr stieg er an der Haltestelle Schillerstraße aus und wollte hinter dem Bus zur anderen Straßenseite gehen. Ein Auto, das in Richtung Stadtmitte fuhr, hat ihn angefahren. Der Junge hatte nur leichte Verletzungen und wurde im Gütersloher Krankenhaus behandelt. Er durfte später nach Hause gehen.

Füll die Lücken aus. Benutze die Wörter in dem Kasten.

Bus	Donnerstag	gesehen	2	gut	hinter
Junge	krank	Mädchen	nach	12	
	schrecklich	Straße	verletzt		zwei

Ein Mann hat den Unfall gesehen. Er sagte:

- 10) Das war am [Beispiel: **Donnerstag**] kurz nach halb (1 mark)
- 11) Ich wartete auf den (1 mark)
- 12) Als der Bus gekommen ist, ist ein ausgestiegen. (1 mark)
- 13) Ich denke, er war Jahre alt. (1 mark)
- 14) Er wollte die Straße dem Bus überqueren. (1 mark)
- 15) Zum Glück war der Junge nicht schwer (1 marks)

Section B Grammar

Fill in the blanks using an appropriate word or words. (10)

1) Ich bin London gefahren.

2) Letzte Woche ich Fußball gespielt.

3) Ich muss Wasser

4) In meinem Zimmer gibt es Tisch.

5) Wir haben meine Oma besucht.

6) Man Obst essen.

7) Ich einen Hund zu kaufen.

8) Meine Schwesternach Birmingham.

9) du oft fern?

10) Spielst du Karten mit?

2. Rewrite the sentences using the words given in brackets. More than one change may be necessary to the sentence and the given word must be used in the correct form. (5)

zB. Ich habe kein Geld. Ich darf nicht arbeiten. (weil) Ich habe kein Geld, weil ich nicht arbeiten darf.

i) Ich höre gern Musik. (Gestern)

.....

ii) Ich lese gern Bücher. (Er)

.....

iii) Ich kann nicht schlafen. Ich gehe früh ins Bett. (obwohl)

.....

iv) Mein Bruder hat einen Hamster. Er heißt Bob. (der)

.....

v) Er kauft ein Haus an der Küste. (In fünf Jahren)

.....

Section C Essay

Write up to 150 words about your school in German. You should work on a separate sheet of paper and on alternate lines. You may wish to use the following bullet points but may also ignore them if you wish to use your own ideas.

- * Describe your school
- * Say which subjects you enjoy and why.
- * Describe something good/ bad that happened at school last week.
- * Say what you would change about the school

Paper Notes: 16+ German Specimen Paper (16+ German Specimen Paper)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is a **Sixth Form entrance examination specimen paper** in **German**, published by **Rugby School** for students applying to enter Year 12. The paper assesses language proficiency across three distinct skill areas: reading comprehension, grammatical accuracy, and extended writing, with a total time allowance of **one hour**. Candidates are expected to demonstrate mid-to-upper intermediate command of German, roughly equivalent to **GCSE Higher tier or early A-level standard**.

The reading section tests understanding of authentic German texts, including a personal diary account of a student exchange and a short newspaper report. Questions require answers in English, testing inference, detail retrieval, and comprehension of narrative development. The grammar section probes core structures such as perfect tense formation, modal verbs, prepositions, articles, and subordinate clauses.

The essay component invites candidates to write up to **150 words** about their own school experience, allowing scope for personal expression whilst testing lexical range, accuracy, and fluency. This specimen paper is designed to familiarise prospective applicants with the format and expectations of Rugby School's Sixth Form German entrance assessment, making it particularly valuable for students considering independent school entry at 16+.

How this paper is organised

The paper is divided into three sections, each weighted differently. **Section A: Reading** is worth **15 marks** and comprises two texts. The first is a series of diary entries by a Dutch student, Anna, chronicling her experiences during a German exchange visit. Nine comprehension questions follow, most requiring short written answers in English, with one multiple-choice question. The second text is a brief German news report about a road accident, followed by a gap-fill exercise using words from a provided word bank.

Section B: Grammar also carries **15 marks** and is split into two tasks. The first asks candidates to complete ten sentences by supplying appropriate German words or phrases, testing prepositions, verb conjugation, articles, and modal constructions. The second task requires students to rewrite five sentences using specified words in brackets, demanding accurate manipulation of tenses, pronouns, relative clauses, and subordinating conjunctions.

Section C: Essay is the most heavily weighted component at **30 marks**. Candidates must write up to 150 words in German on the topic of their school, guided by four bullet-point prompts. The essay should be written on lined paper, on alternate lines, allowing space for corrections and examiner annotation. Time management is crucial, as the paper must be completed within **60 minutes**.

Topics covered

- Reading comprehension of narrative German texts, including diary extracts and a newspaper report, with inference and detail-retrieval questions
- Perfect tense formation using haben and sein as auxiliary verbs with past participles
- Use of prepositions governing accusative and dative cases, particularly motion and location prepositions such as nach and hinter
- Definite and indefinite articles in nominative, accusative, and dative cases
- Modal verbs in present tense (e.g. müssen, sollen, können)
- Subordinate clause construction with conjunctions such as weil and obwohl, requiring verb-final word order
- Relative pronouns (der, die, das) and relative clause formation
- Future tense formation using werden plus infinitive
- Separable and inseparable verb prefixes in various tenses
- Extended writing skills: describing school life, personal preferences, past events, and conditional suggestions in German

How to use this paper for revision

- Before attempting the reading section, skim both texts quickly to get a sense of the narrative arc and key events, then read each question carefully to focus your second, closer reading.
- For the gap-fill task, eliminate obviously incorrect words first (e.g. 'Mädchen' when the text says 'Junge') and pay attention to grammatical clues such as gender and case.
- In the grammar section, always check verb endings match the subject, and remember that modal verbs send the main verb to the infinitive at the end of the clause.
- When rewriting sentences with conjunctions like weil or obwohl, move the conjugated verb to the very end of the subordinate clause.
- For the essay, plan your four paragraphs briefly before you begin writing: introduction to your school, favourite subjects, a specific incident, and suggestions for improvement.
- Use a variety of sentence structures in your essay, including at least one subordinate clause and one modal verb, to demonstrate grammatical range.
- Leave time at the end to proofread all three sections, checking especially for adjective endings, verb agreements, and correct use of cases after prepositions.

Common mistakes to avoid

- Confusing haben and sein as perfect tense auxiliaries: verbs of motion and state change (e.g. fahren, gehen, werden) require sein, not haben.
- Forgetting to send the verb to the end in subordinate clauses after conjunctions such as weil, obwohl, dass, and relative pronouns.
- Using the wrong case after prepositions: nach and mit always take the dative, whilst für and durch take the accusative.
- Writing English cognates that do not exist in German or misapplying false friends, especially under time pressure in the essay section.
- Omitting or misplacing umlaut marks (ä, ö, ü) and the Eszett (ß), which can alter meaning or appear careless to examiners.
- In the essay, exceeding the 150-word limit significantly: examiners may stop reading after the word count, and overly long responses suggest poor time management or an inability to edit.

Exam technique

Start by reading the entire paper quickly to gauge the difficulty and plan your time allocation. Aim to spend roughly **15 to 20 minutes on Section A**, answering the comprehension questions in English as concisely as possible (one or two sentences per answer), and about **10 to 12 minutes on the gap-fill task**. Move to Section B and allocate around **15 minutes**, slightly favouring the sentence-rewriting task, which demands more manipulation and therefore carries greater risk of error.

Reserve at least **20 to 25 minutes** for the essay, including a few minutes for planning and two or three minutes for proofreading. Write your plan in note form on the exam paper (if allowed) or mentally map out your four paragraphs. Draft your essay on alternate lines so that you have space to insert corrections neatly if you spot mistakes on rereading.

If you are stuck on a particular grammar question, move on and return to it later rather than wasting time. Educated guesses are better than blanks, especially in the gap-fill where the word bank limits your options. In the reading section, use the context of Anna's diary entries to infer meaning even if you do not recognise every word. For the essay, prioritise **accuracy and clarity** over attempting overly complex sentences that risk major grammatical errors.

What to revise alongside this paper

Students preparing for this paper should ensure they are confident with all three **principal past tense forms** in German: the perfect, simple past (imperfect), and pluperfect, as mixed tense narration is common at A-level. Revising the **genitive case** is also worthwhile, even though it does not feature heavily here, since it appears in formal writing and some prepositions.

Practise writing short essays on a variety of everyday topics (family, hobbies, holidays, future plans) to build fluency and a wider lexical range. Pay particular attention to **discourse markers and conjunctions** that structure arguments and narratives (e.g. außerdem, deshalb, trotzdem). Reviewing common idiomatic expressions and false friends will help avoid pitfalls in both comprehension and writing.

For students moving towards A-level study, begin exploring more complex subordinate clause structures, including indem, während, and conditional sentences with wenn. Reading authentic German materials such as news websites, blogs, or young adult fiction will reinforce vocabulary acquisition and deepen cultural awareness, both of which enrich extended writing and comprehension performance.

Key terms

Perfekt (perfect tense), Modalverben (modal verbs), Nebensatz (subordinate clause), Relativpronomen (relative pronouns), Akkusativ (accusative case), Dativ (dative case), Präpositionen (prepositions), Konjunktionen (conjunctions), Trennbare Verben (separable verbs), Futur (future tense), Leseverstehen (reading comprehension), Freies Schreiben (free writing), Umlaut, Wortstellung (word order), Hilfsverben (auxiliary verbs)

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RUGBY SCHOOL

Sixth Form Entrance Examination

SPECIMEN PAPER

MARK SCHEME

German

Time allowed: 1 hour

The essay should be written on lined paper.

Allocate your time carefully.

Reading = 15 Marks

Grammar = 15 Marks

Writing = 30 Marks

Name: _____

Section A: Reading

Read the following text and answer in English the questions that follow.

Aus Annas Tagebuch

Am Abend vor der Ankunft der deutschen Gruppe

Morgen kommen die Deutschen – und ich habe überhaupt keine Lust darauf. Warum habe ich mich für diesen dummen Austausch angemeldet? Ich kann nicht richtig Deutsch und diese Vanessa scheint mir auch nicht so freundlich zu sein. Aber jetzt muss ich das machen.

Nach dem ersten Vormittag

Die Deutschen sind angekommen. Wir haben so ein Spiel zum Kennenlernen gemacht. Es war überhaupt nicht lustig und es war auf Deutsch, also habe ich kaum etwas verstanden. Und meine Meinung über Vanessa stimmt: Freundlich ist sie nicht.

Nach dem ersten Abend

Vanessa ist jetzt im Bett. Wir waren mit der ganzen Gruppe in Utrecht: Wir sind kegeln gegangen. Es war eigentlich ganz lustig, auch mit Vanessa. Sie versteht, was ich sage, und ich verstehe sie auch. Vielleicht ist sie doch nett.

1. What did Anna think of the exchange before the German visitors arrived? (1)

Stupid.

2. What problems did she foresee on the evening before the Germans arrived? Mention 1 thing (1)

She can't speak German very well.
Vanessa doesn't seem very friendly.

3. Why did Anna not enjoy the "getting to know you" game? (1)

She barely understood a thing (it was in German)

4. What was Anna's opinion of her exchange partner, Vanessa, after the first morning? (1)

She isn't friendly

5. What did the group do in Utrecht? (1)

Bowling

6. What does Anna now think of Vanessa? (1)

Nice

Vor der Abfahrt nach Deutschland

Morgen fahren wir nach Hamburg. Ich freue mich auf die Reise, aber ich bin auch etwas nervös. Ich frage mich, wie Vanessas Eltern sind.

Nach dem ersten Vormittag in Hamburg

Es macht Spaß hier. Vanessas Eltern sind auch sehr sympathisch. Zu Mittag haben wir zu Hause warm gegessen, weil die Schule schon sehr früh zu Ende ist (viel früher als bei uns). Nach dem Mittagessen passierte etwas Lustiges. Vanessas Vater sagte: „Ich bin satt“ – und alle mussten lachen, als ich sagte, dass das bei uns im Niederländischen bedeutet, dass man betrunken ist!

Zurück in Holland

Wir sind gerade aus Deutschland zurück und alle sind schrecklich müde. Heute Morgen haben wir mit der ganzen Gruppe in der Schule gefrühstückt. Danach mussten wir uns verabschieden und fast alle mussten weinen. Ich auch: Ich wollte gar nicht weg.

7) How did Anna feel about the visit to Hamburg? Write the correct letter in the box. (1)

A She was really looking forward to it.

B She had mixed feelings about it.

C She did not want to go

8) What difference did Anna notice about school in Germany? (1)

It finishes much earlier.

9) How did Anna's feelings about the exchange differ at the end from her feelings at the beginning? (1)

She didn't want to go home.

OR: Liked it.

AN DER BUSHALTESTELLE VERUNGLÜCKT

Gütersloh. Am Donnerstag ist ein Zwölfjähriger auf dem Weg von der Schule zurück nach Hause an einer Bushaltestelle verunglückt. Gegen 13.40 Uhr stieg er an der Haltestelle Schillerstraße aus und wollte hinter dem Bus zur anderen Straßenseite gehen. Ein Auto, das in Richtung Stadtmitte fuhr, hat ihn angefahren. Der Junge hatte nur leichte Verletzungen und wurde im Gütersloher Krankenhaus behandelt. Er durfte später nach Hause gehen.

Füll die Lücken aus. Benutze die Wörter in dem Kasten.

Bus	Donnerstag	gesehen	12	gut	hinter
Junge	krank	Mädchen	nach	13	
	schrecklich	Straße	verletzt		zwei

Ein Mann hat den Unfall gesehen. Er sagte:

10) Das war am [Beispiel: Donnerstag] kurz nach halb 2 (1 mark)

11) Ich wartete auf den Bus (1 mark)

12) Als der Bus gekommen ist, ist ein Junge ausgestiegen. (1 mark)

13) Ich denke, er war 12 Jahre alt. (1 mark)

14) Er wollte die Straße hinter dem Bus überqueren. (1 mark)

15) Zum Glück war der Junge nicht schwer verletzt (1 marks)

Section B Grammar

1. Fill in the blanks using an appropriate word or words. (10)

1) Ich bin *nach* London gefahren.

2) Letzte Woche *habe* ich Fußball gespielt.

3) Ich muss Wasser *holen*

4) In meinem Zimmer gibt es *einen* Tisch.

5) Wir haben *gestern* meine Oma besucht.

6) Man *sollte* Obst essen.

7) Ich *habe vor* einen Hund zu kaufen.

8) Meine Schwester *fährt* nach Birmingham.

9) *Siehst* du oft fern?

10) Spielst du Karten mit *mir*

2. Rewrite the sentences using the words given in brackets. More than one change may be necessary to the sentence and the given word must be used in the correct form. (5)

zB. Ich habe kein Geld. Ich darf nicht arbeiten. (weil) Ich habe kein Geld, weil ich nicht arbeiten darf.

i) Ich höre gern Musik. (Gestern)

Gestern habe ich Musik gehört.

ii) Ich lese gern Bücher. (Er)

Er liest gern Bücher.

iii) Ich kann nicht schlafen. Ich gehe früh ins Bett. (obwohl)

Ich kann nicht schlafen, obwohl ich früh ins Bett gehe.

iv) Mein Bruder hat einen Hamster. Er heißt Bob. (der)

Mein Bruder hat einen Hamster, der Bob heißt.

v) Er kauft ein Haus an der Küste. (In fünf Jahren)

In fünf Jahren wird er ein Haus an der Küste kaufen. (Present tense also ok)

Section C Essay

Write up to 150 words about your school in German. You should work on a separate sheet of paper and on alternate lines. You may wish to use the following bullet points but may also ignore them if you wish to use your own ideas.

- * Describe your school
- * Say which subjects you enjoy and why.
- * Describe something good/ bad that happened at school last week.
- * Say what you would change about the school

Writing task mark scheme.

Task completion

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Completes all tasks. • Gives detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	<ul style="list-style-type: none"> • Completes most tasks. • Gives straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	<ul style="list-style-type: none"> • Completes some tasks. • Gives some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	<ul style="list-style-type: none"> • Attempts some tasks with some success. • Gives basic information and opinions. • The writing is occasionally relevant.
1–2	<ul style="list-style-type: none"> • Attempts task(s) with little or no success. • Gives some information and is almost always irrelevant.
0	<ul style="list-style-type: none"> • No creditable response.

Range

Marks	Descriptor
9–10	<ul style="list-style-type: none"> • Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	<ul style="list-style-type: none"> • Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	<ul style="list-style-type: none"> • Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	<ul style="list-style-type: none"> • Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repeated use of a small range of straightforward vocabulary.
1–2	<ul style="list-style-type: none"> • Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	<ul style="list-style-type: none"> • No creditable response.

Accuracy

Marks	Descriptor
7–8	<ul style="list-style-type: none"> • Accurate spelling and grammar; not necessarily faultless. • Occasional errors in spelling and grammar do not impede communication.
5–6	<ul style="list-style-type: none"> • Mostly accurate spelling and grammar. • Errors in spelling and grammar sometimes impede communication.
3–4	<ul style="list-style-type: none"> • Some accurate spelling and grammar. • Errors in spelling and grammar frequently impede communication.
1–2	<ul style="list-style-type: none"> • Rarely accurate spelling and grammar. • Errors in spelling and grammar persistently impede communication.
0	<ul style="list-style-type: none"> • No creditable response.

Answer-Key Notes: 16+ German Mark Scheme (16+ German Mark Scheme)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

How to use this answer key

This mark scheme provides the correct answers for each section of the German paper. When marking, award one mark for each fully correct answer in the reading and grammar sections, and refer to the detailed criteria on page 8 for the essay. The reading questions test comprehension of Anna's diary entries, so accept any phrasing that accurately reflects the German text, even if worded slightly differently from the model answers. For grammar, accept only the exact words or close synonyms that demonstrate correct understanding of tense, case, word order and vocabulary.

Distinguish between careless slips (a missing umlaut, a verb ending) and fundamental gaps (wrong tense, wrong case). If a student loses marks on questions 10 to 15, they may struggle with vocabulary retrieval under time pressure rather than reading comprehension. The worked examples below explain the reasoning behind trickier answers and highlight common pitfalls.

Use the score interpretation and next steps sections to decide whether the student needs vocabulary consolidation, grammar revision or further practice with authentic German texts.

Score interpretation

Reading (15 marks): Questions 1 to 9 assess understanding of Anna's changing feelings across four diary entries; questions 10 to 15 test whether students can scan a short news report and match vocabulary from a word box. A score of 12 to 15 suggests confident comprehension of past-tense narrative and the ability to infer mood and opinion. Between 8 and 11 indicates reasonable understanding but occasional misreading of key phrases or failure to use context clues. Below 8 points to difficulty with unfamiliar vocabulary or complex sentence structures (subordinate clauses, modal verbs in the past).

Grammar (15 marks): The ten gap-fill items test prepositions, perfect-tense auxiliaries, modal verbs, articles and pronouns; the five sentence-rewriting tasks require manipulation of tense, word order and subordinating conjunctions. A score of 12 to 15 shows solid command of GCSE-level grammar and readiness for AS-level work. Between 8 and 11 suggests familiarity with the structures but inconsistent application (forgetting that the verb moves to the end after 'weil' or 'obwohl', choosing the wrong

auxiliary). Below 8 indicates gaps in core grammar that will need systematic revision before Sixth Form.

Writing (30 marks): The essay is marked holistically for task completion (bullet points addressed), range of vocabulary and structures, and accuracy. Scores of 24 to 30 reflect detailed, well-organised writing with varied tenses, complex sentences and few errors. Between 16 and 23 indicates a competent response with some variety but frequent mistakes in agreement, case or word order. Below 16 suggests limited vocabulary, heavy reliance on simple sentences or persistent errors that impede communication. Compare the candidate's work against the descriptors on page 8 to assign a fair mark.

Worked examples

Reading comprehension, Q1–6 (Anna's diary)

These questions follow the chronological order of Anna's entries, so students who skim for keywords often miss the shift in her feelings. **Award the mark only if the answer captures both the fact and the emotion** (for example, Q1 requires recognising that Anna had 'no desire' or 'didn't want to do it', not just that the Germans were coming). Accept any reasonable paraphrase; the mark scheme lists model answers, but equivalent expressions are fine. Penalise answers that quote German directly without translating, because the rubric says 'answer in English'.

Q1 : She didn't want to do it / had no desire / stupid idea

Anna writes 'ich habe überhaupt keine Lust darauf' (I have absolutely no desire for it) and calls the exchange 'dumm' (stupid). Any answer conveying reluctance or negativity earns the mark; simply stating 'the Germans are coming tomorrow' misses the attitudinal element the question asks for.

Q3 : It was in German / she hardly understood a thing

The text says 'es war auf Deutsch, also habe ich kaum etwas verstanden'. Students who write only 'it wasn't fun' have not explained **why** Anna didn't enjoy it. The mark goes to answers that mention the language barrier or lack of comprehension.

Q6 : Perhaps she is nice after all / maybe nice

Anna's final sentence is 'Vielleicht ist sie doch nett'. The word 'vielleicht' (perhaps) is important because it shows Anna is reconsidering her initial judgement. Accept 'she might be nice' or 'she is nice after all'; reject definite statements like 'she is nice' that ignore the tentative tone.

Reading comprehension, Q7–9 (Hamburg visit and return)

Question 7 is multiple choice and tests whether students can distinguish 'looking forward' from 'mixed feelings'. The text says 'Ich freue mich auf die Reise, aber ich bin auch etwas nervös', so **B is correct** because both excitement and nerves are present. Question 8 asks for a specific difference about school in Germany; students must pick out the detail about lunch and early finish, not generic observations. Question 9 requires synthesis across the entire diary, contrasting the opening ('keine Lust') with the closing ('wollte gar nicht weg').

Q7 : B

Anna says she is looking forward to the trip ('Ich freue mich auf die Reise') **but also** a bit nervous ('aber ich bin auch etwas nervös'). Option A ignores the nervousness; option C contradicts the text. Only B captures the mixed emotions.

Q8 : School finishes much earlier (they had a hot lunch at home)

The passage explains 'die Schule schon sehr früh zu Ende ist (viel früher als bei uns)'. Accept any answer about the early finish or eating lunch at home. Reject vague statements like 'it was different' that do not cite the specific detail Anna noticed.

Q9 : At first she didn't want to go; at the end she didn't want to leave

The diary opens with 'überhaupt keine Lust' and closes with 'Ich wollte gar nicht weg'. This reversal is the heart of the narrative. Award the mark for any phrasing that contrasts initial reluctance with final reluctance to leave; partial answers (mentioning only one end) score zero.

Reading, Q10–15 (gap-fill from word box)

Students must match words from the box to complete a witness statement about a bus-stop accident. Each blank has only one grammatically and contextually correct option. **Common errors:** confusing 'Junge' and 'Mädchen' (the article says 'Zwölfjähriger', masculine); choosing 'krank' instead of 'verletzt' (the text mentions 'Verletzungen'); writing '12' for the age instead of recognising 'Zwölfjähriger' in the passage. Remind students to re-read the news report carefully and cross off words in the box as they use them.

Q10 : zwei

The accident happened 'gegen 13.40 Uhr', which is twenty minutes before two o'clock. In German, 'halb zwei' means half past one (literally 'half towards two'), so 'kurz nach halb zwei' is shortly after 1:30, matching 13.40. Students often mistake this idiom if unfamiliar with German time expressions.

Q12 : Junge

The article describes 'ein Zwölfjähriger' (a twelve-year-old boy). The word box offers 'Junge' and 'Mädchen'; only 'Junge' fits the masculine article and the context. Choosing 'Mädchen' contradicts the original report.

Q15 : verletzt

The sentence 'Zum Glück war der Junge nicht schwer ...' requires an adjective meaning 'injured'. The passage states 'nur leichte Verletzungen', so 'verletzt' is correct. 'Krank' (ill) does not fit the context of an accident, and 'schrecklich' (terrible) does not complete the phrase idiomatically.

Grammar, Q1–10 (gap-fill)

Each gap tests a single grammar point: prepositions governing the accusative (Q1), perfect-tense auxiliary (Q2), infinitive after a modal (Q3), indefinite article in the accusative (Q4), and so on. **Award one mark only if the word is spelled correctly and agrees in gender, number or case.** Accept minor spelling variants if they do not obscure meaning, but reject answers that use the wrong case (for example, 'ein' instead of 'einen' in Q4) or the wrong auxiliary ('sein' instead of 'haben' in Q2). Students who struggle here often need to revisit verb conjugation tables, article declensions and the list of prepositions that take the dative or accusative.

Q1 : nach

'Nach' is the preposition used with cities and countries to mean 'to'. 'Ich bin nach London gefahren' is the standard construction. Students sometimes write 'zu', which is incorrect for place names, or 'in', which would require the accusative article (nach does not govern an article with city names).

Q4 : einen

'Tisch' is masculine, and the sentence requires the accusative case after 'gibt es'. The indefinite article in the accusative masculine is 'einen'. Writing 'ein' (nominative) is a common error that shows confusion about when to inflect the article.

Q7 : habe vor / hoffe / möchte / will

The infinitive 'zu kaufen' indicates intention or desire. Accept 'habe vor' (plan to), 'hoffe' (hope), 'möchte' (would like) or 'will' (want). 'Muss' (must) or 'kann' (can) do not fit the context of buying a dog as a personal wish. Award the mark for any verb that logically expresses intention.

Grammar, Q1(i)–(v) (sentence rewriting)

These tasks require students to change tense, insert a conjunction or add a relative clause while maintaining correct word order and agreement. **One mark per sentence; award it only if the rewritten sentence is fully correct.** Common mistakes include forgetting to move the verb to the end of a subordinate clause (after 'weil', 'obwohl', 'der'), using the wrong auxiliary in the perfect tense, or failing to change the verb ending when the subject changes from 'ich' to 'er'. Partial credit is not available, so a sentence with one error scores zero.

i : Gestern habe ich Musik gehört.

'Gestern' (yesterday) requires the **perfect tense**. 'Ich höre' becomes 'ich habe gehört'. The adverb 'gestern' typically starts the sentence, inverting subject and verb: 'Gestern habe ich ...'. Accept 'Ich habe gestern Musik gehört' as equally correct. Reject 'Gestern höre ich' (present tense) or 'Gestern ich habe gehört' (no inversion).

iii : Ich kann nicht schlafen, obwohl ich früh ins Bett gehe.

'Obwohl' is a subordinating conjunction, so the verb 'gehe' moves to the end of the clause. Many students write 'obwohl ich gehe früh ins Bett', keeping the verb in second position as in a main clause. That error costs the mark even if all other elements are correct.

iv : Mein Bruder hat einen Hamster, der Bob heißt.

The relative pronoun 'der' (who/which) introduces a subordinate clause, so 'heißt' goes to the end. The pronoun must agree in gender with 'Hamster' (masculine nominative). Writing 'den Bob heißt' (accusative) or 'Bob heißt der' (main-clause word order) is incorrect. The comma before 'der' is conventional in German and should be included.

Next steps

After marking, identify **patterns of error** rather than isolated mistakes. If the student lost marks on perfect-tense questions (grammar Q2, rewriting i) but answered present-

tense questions correctly, focus revision on auxiliary selection and past-participle formation. If reading comprehension was strong but grammar weak, prioritise learning verb tables, case endings and subordinate-clause word order before attempting further past papers. Use a grammar reference (such as the one in a GCSE textbook) to work through each topic systematically, then return to these questions to check improvement.

For students scoring above 45 overall, extend learning by translating the diary entries and news report back into German from memory, or by writing a continuation of Anna's diary describing her feelings one month later. Those scoring below 30 should consolidate GCSE vocabulary (family, school, hobbies, time expressions) and practise reading simpler authentic texts (graded readers, Deutsche Welle's 'Langsam gesprochene Nachrichten') before tackling Sixth Form entrance material again. Record new words in a vocabulary book organised by topic, and review them weekly to build the lexical base needed for AS-level German.

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