

## Goethe-Institut Sample Test Tasks

<b>Report on analysis of</b>	Start Deutsch 1 (Writing)
<b>Target language of this test</b>	German
<b>Target level (CEFR) of this test</b>	A1
<b>Task number/name</b>	Paper 2, Writing Part 2

### General Information about the writing component \*

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	45 minutes inc. reading section
6	Target performance level	A1
7	Channel	Handwritten
8	Purpose	General proficiency

### Background to the Examination

The examination Start Deutsch 1 is a general German qualification which was developed in co-operation with the Weiterbildungs-Testsysteme GmbH (WBT) and which is part of the Main-suite Examinations of the Goethe-Institut since spring 2004. Set at level A1 of the CEFR, Start Deutsch 1 recognises the ability to cope with everyday written and spoken communication at a basic level. Start Deutsch 1 is designed for learners who have basic German skills of the kind needed when travelling in a foreign country.

\* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

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## Candidature

Start Deutsch 1 has been offered since spring 2004. 863 candidates have so far taken this examination.

## Structure of the Test

Start Deutsch 1 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. It is administered in three separate papers; Paper 1: Listening, Paper 2: Reading and Writing and Paper 3: Speaking. There are five possible grades in Start Deutsch 1: four pass grades (very good, good, satisfactory, pass) and one fail grade. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks.

## Start Deutsch 1 Reading and Writing Paper

The paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts (simple short letters and short notices). Part 1 and 2 of the Writing Paper test writing skills in two formats: filling in a form and writing a short letter. In the writing section, candidates are assessed on their ability to produce written German at word, sentence and text level. They are expected to complete short gaps in simple texts, and to ask for information in a short letter, showing reasonable control of structure, vocabulary, spelling and punctuation.

## Writing Paper, Part 2

In this task, candidates are given the opportunity to show that they can communicate a written message (25-35 words) of an authentic type, for example a short letter to a tourist information office. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in all three bullet points. All points must be addressed in order to complete the task fully.

## Mark distribution

There are 3 marks given for each of the 3 bullet points and 1 mark overall for communicative appropriateness (altogether 10 marks maximum). Candidates at this level are not expected to produce faultless German, but, to achieve the maximum marks, a candidate should write a clear message which successfully communicates all three elements of the required information, with only minor grammatical and spelling errors. A great variety of acceptable answers is possible.

## Task Rating

The rating scale takes the form of a set of two band descriptors from 0 – 3 (task fulfilment) and from 0 – 1 (communicative appropriateness). The exam is marked by two trained raters. Grammatical form, spelling, structural correctness is considered along with task fulfilment when rating.

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## Effective Level

All Start Deutsch 1 Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the Start Deutsch 1 specifications, which relate to the Breakthrough Level of the Council of Europe. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

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## Sample task:

Sie wollen nach Berlin fahren.

Schreiben Sie an die Touristeninformation in Berlin. Hier finden Sie drei Punkte für Ihren Brief:

1. Sie kommen vom 14. – 21. August nach Berlin.
2. Bitten Sie um Informationen über Film, Theater, Museen (Kulturprogramm).
3. Bitten Sie um Hoteladressen.

Schreiben Sie zu jedem Punkt ein bis zwei Sätze auf den Antwortbogen.

An das  
Tourist Info Center  
Brandenburger Tor  
Pariser Platz  
10117 Berlin Mitte

08. März 2005

Sehr geehrte Damen und Herren,

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Mit freundlichen Grüßen

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i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	A1
11	Time for this task	Not specified
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Tourist information office
16	Type of prompt	Textual
17	Topic	Travel, leisure
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	25-35
20	Rhetorical function(s)	Asking for information
21	Register	Neutral
22	Domain	Personal
23	Grammar	Simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Extremely limited use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Low
29	Content knowledge	Personal, daily life, common general
30	Task purpose	Referential (telling)

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### iii) Rating of Task

31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scale: scale: 3, 1.5, 0 marks for task fulfilment (for each guiding point) and 1, 0.5 and 0 marks overall for communicative appropriateness
33	Assessment criteria	Analytic
34	Number of raters	2

### iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. Provided when required

### Example answer

Ich komme vom 14. – 21. August nach Berlin. Ich möchte Informationen über Film, Theater, Museen bekommen. Bitte geben Sie mir auch Hoteladressen. Bitte informieren zu meine Adresse: Sonnenstr.21, München. Vielen Dank.

### Commentary

This is a good attempt, requiring little effort by the reader. However, although all three parts of the message are clearly communicated, and the writer goes even beyond the task by saying where the material should be send to, there are some errors, (e.g. “bekommen”, and “informieren zu”), which interfere with communication.

### Score allocated

9 marks for task fulfilment (maximum score - 3 marks for each bullet point) and 0.5 marks for communicative appropriateness (maximum score is 1 mark).

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## Goethe-Institut Sample Test Tasks

<b>Report on analysis of</b>	Start Deutsch 2 (Writing)
<b>Target language of this test</b>	German
<b>Target level (CEFR) of this test</b>	A2
<b>Task number/name</b>	Paper 2, Writing Part 2

### General Information about the writing component \*

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	50 minutes inc. reading section
6	Target performance level	A2
7	Channel	Handwritten
8	Purpose	General proficiency

### Background to the Examination

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The examination Start Deutsch 2 is a general German qualification which was developed in co-operation with the Weiterbildungs-Testsysteme GmbH (WBT) and which is part of the Main-suite Examinations of the Goethe-Institut since spring 2004. Set at level A2 of the CEF, Start Deutsch 2 recognises the ability to cope with everyday written and spoken communication at a basic level. Start Deutsch 2 is designed for learners who have basic German skills of the kind needed when travelling in a foreign country.

\* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

## Candidature

Start Deutsch 2 has been offered since spring 2004. 476 candidates have so far taken this examination.

## Structure of the Test

Start Deutsch 2 tests the skills of Reading, Writing, Listening and Speaking – with each skill equally weighted at 25%. It is administered in three separate papers; Paper 1: Listening, Paper 2: Reading and Writing and Paper 3: Speaking. There are five possible grades in Start Deutsch 2: four pass grades (very good, good, satisfactory, pass) and one fail grade. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks.

## Start Deutsch 2 Reading and Writing Paper

The paper has a fixed format, with Parts 1-3 testing reading skills through a variety of texts ranging from short notices to a longer text. Part 1 and 2 of the Writing Paper test writing skills in two formats: filling in a form and writing a short letter. In the writing section, candidates are assessed on their ability to produce written German at word, sentence and text level. They are expected to complete short gaps in simple texts, and to write a letter to a friend, showing reasonable control of structure, vocabulary, spelling and punctuation.

## Writing Paper, Part 2

In this task, candidates are given the opportunity to show that they can communicate a written message (approx. 60 words) of an authentic type, for example a letter to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in the three bullet points. All bullet points must be addressed in order to complete the task fully.

## Mark distribution

There are 3 marks given for each of the 3 bullet points and 1 mark overall for communicative appropriateness (altogether 10 marks maximum). Candidates at this level are not expected to produce faultless German, but, to achieve the maximum marks, a candidate should write a clear message which successfully communicates all three elements of the required information, with only minor grammatical and spelling errors. A great variety of acceptable answers is possible.

## Task Rating

The rating scale takes the form of a set of two band descriptors from 0 – 3 (task fulfilment) and from 0 – 1 (communicative appropriateness). The exam is marked by two trained raters. Grammatical form, spelling, structural correctness is considered along with task fulfilment when rating.

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## Effective Level

All Start Deutsch 2 Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the Start Deutsch 2 specifications, which relate to the A2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

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## Sample task:

Sie bekommen einen Brief von Paola. Sie kennen Paola aus dem Deutschkurs. Paola schreibt, dass sie am 20. November in Berlin heiraten wird. Paola lädt Sie ein und fragt, ob Sie kommen.

Antworten Sie. Hier finden Sie drei Punkte für Ihren Brief:

1. Jemanden mitbringen
2. Geschenk
3. Übernachtung in Berlin

Schreiben Sie zu jedem Punkt **ein bis zwei Sätze** auf die nächste Seite.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	A2
11	Time for this task	Not specified
12	Control/guidance	High (controlled)
13	Content	Yes – specified
14	Discourse mode	Letter (personal)
15	Audience	Friend
16	Type of input	Textual
17	Topic	Daily life
18	Integration of skills	Reading

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## ii) Response (description of written response elicited by the prompt(s)/input)

19	Number of words expected	Approx. 60 words
20	Rhetorical function(s)	Answering and asking for information
21	Register	Informal
22	Domain	Personal
23	Grammar	Simple structures
24	Vocabulary	Only frequent vocabulary
25	Cohesion	Limited use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Low
29	Content knowledge	Personal, daily life, common general
30	Task purpose	Referential (telling), emotive (reacting)

## iii) Rating of Task

31	Known criteria	grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	rating scales: scale: 3, 1.5, 0 marks for task fulfilment (for each guiding point) and 1, 0.5, 0 marks overall for communicative appropriateness
33	Assessment criteria	analytic - all criteria are considered
34	Number of raters	2

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## iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

## Example answer

Liebe Paola,

zuerst gratuliere ich dir zur Hochzeit. Natürlich möchte ich gern an deine Hochzeit teilnehmen. Aber ich habe zwei kleine Kinder. Ich möchte wissen, ob jemand seine Kinder mitbringen kann.

Ich will ein schönes Geschenk einkaufen. Ich möchte auch wissen, was du gern hast.

Wir wollen in ein Hotel in Berlin übernachten. Welches Hotel empfiehlst du mir?

Mit freundlichen Grüßen  
Y.Y.

### Commentary

This is a good attempt, requiring no effort by the reader. The writer uses the correct letter format with appropriate opening and close and early reference to the reason for writing: *zuerst gratuliere ich dir zur Hochzeit*. However, although all three parts of the message are clearly communicated, there are some errors (*an, in* + Dative, *einkaufen* instead of “kaufen” or *jemand* instead of “man”) which might interfere slightly with communication.

### Score allocated

9 marks for task fulfilment (maximum score – 3 marks for each bullet point) and 0,5 marks for communicative appropriateness (maximum score is 1 mark).

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## Goethe-Institut Sample Test Tasks

<b>Report on analysis of</b>	Neue Prüfung auf B2 (Writing)
<b>Target language of this test</b>	German
<b>Target level (CEFR) of this test</b>	B2
<b>Task number/name</b>	Paper 3, Writing, Part 1

### General Information about the writing component \*

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	B2
7	Channel	Handwritten
8	Purpose	General proficiency

### Background to the Examination

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This new examination at B2 is under development and a first sample test will be published in summer 2006. The examination will be offered one year later and will be part of the Main-suite Examinations of the Goethe-Institut. The examination recognizes the ability to understand complex written and spoken texts with a large degree of independence and to interact in writing or orally with a degree of fluency and spontaneity that makes interaction with native speakers possible without imposing strain on either party.

\* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

## **Candidature**

The examination will be offered in 2007.

## **Structure of the Test**

The examination tests the skills of Reading, Listening, Writing and Speaking. All four skills are equally weighted at 25%. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total marks. There are five possible grades, four pass grades (very good, good, satisfactory, pass) and one fail grade.

## **Writing Paper**

The Writing Paper consists of two tasks: writing a personal letter to a friend or a semi-formal letter to a newspaper (Part 1) and filling in gaps in a text (the text is a formal letter).

### **Writing Paper, Part 1**

In Part 1 candidates are assessed on their ability to write clear, well-structured texts on a variety of subjects related to their fields of interest (approx. 200 words). The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts in the six guiding points. All guiding points must be addressed in order to complete the task fully.

### **Mark distribution**

There are 20 marks for Paper 3 Writing, Part 1. Candidates at this level are expected to produce a clear, detailed text on a wide range of subjects and to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options, demonstrating a range of language appropriate to the task.

### **Task Rating**

Four criteria are taken into account when marking the written production: task realisation, organisation of text, range of language and accuracy (syntax, morphology, orthography).

The rating scale takes the form of a set of band descriptors from 0 – 5 for each of the four criteria (task realisation, organisation of text, range of language and accuracy). The examination is marked by two trained raters.

### **Effective Level**

All Writing tasks of this new examination are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications of this new examination, which relate to the B2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

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## Sample task:

Ihre deutsche Brieffreundin hat Ihnen den Brief unten geschrieben. Antworten Sie ihr auf diesen Brief und sagen Sie Ihre Meinung zum Thema „Elternzeit“, d.h. die vorübergehende Freistellung vom Beruf, um kleine Kinder zu betreuen.

Bonn, den 15. März 2005

Liebe / r ...,

vielen Dank für deine netten Zeilen. Ich bin im Moment total im Stress. Nur noch vier Wochen bis zu den Abschlussprüfungen und ausgerechnet jetzt fällt unser Englischlehrer aus! Stell dir vor, seine Frau hat gerade ein Baby bekommen und nun nimmt er Elternzeit und bleibt für die nächsten zwei Jahre zu Hause, um sich um das Baby zu kümmern. Seine Frau will weiter arbeiten – kannst du das verstehen?

Mit lieben Grüßen

Silvia

Antworten Sie Silvia auf diesen Brief und sagen Sie Ihre Meinung zum Thema „Elternzeit“. Schreiben Sie dabei etwas zu folgenden Punkten:

- Bedanken Sie sich für den Brief und schreiben Sie etwas über Ihre momentane Situation.
- Sagen Sie, wie Sie das Verhalten des Lehrers finden.
- Diskutieren Sie die Vorteile der Elternzeit für die Familie.
- Diskutieren Sie die Nachteile der Elternzeit.
- Sagen Sie, wie Sie sich Ihre eigene Familie vorstellen.
- Schließen Sie mit einem Wunsch an Ihre Brieffreundin.

Schreiben Sie Ihren Brief auf die nächste Seite. Schreiben Sie etwa 200 Wörter.

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i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	B2
11	Time for this task	Suggested time: 70 minutes
12	Control/guidance	Semi-controlled
13	Content	Yes – specified
14	Discourse mode	Letter – personal
15	Audience	Friend
16	Type of input	Textual – letter and instructions
17	Topic	Work
18	Integration of skills	Reading

ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	About 200
20	Rhetorical function(s)	Comment, argue
21	Register	Informal
22	Domain	Personal
23	Grammar	Range of complex structures
24	Vocabulary	Mainly frequent vocabulary
25	Cohesion	Use of cohesive devices
26	Authenticity: situational	High
27	Authenticity: interactional	High
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Work, family, common general
30	Task purpose	Referential, emotive, conative

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### iii) Rating of Task

31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale 0-5 for 4 criteria (task realisation, organisation, range, accuracy)
33	Assessment criteria	Analytic
34	Number of raters	2

### iv) Feedback to candidates

35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

### Example answer

München, den 15. April 2005

Liebe Silvia,

ich bedanke mich für deinen Brief. Mir geht es gut, obwohl ich auch viel zu tun habe. Ich besuche einen Deutschkurs vormittags und nachmittags muss ich weitermachen mit meinem normalen Programm.

Grundsätzlich denke ich, dass das Verhalten des Lehrers korrekt ist. Ein Vater hat auch das Recht, zu Hause zu bleiben, um auf sein Baby aufzupassen. Es ist klar, dass es für deine Schule nicht der beste Moment ist, aber wenn er eine Frau wäre, würdet ihr euch keine Gedanken machen.

Selbstverständlich ist, dass ein Kind Betreuung braucht. Es gibt hier in Deutschland sehr wenige Kinderkrippenplätze, und die Omas sind nicht in der Lage, die Eltern zu vertreten. Die Elternzeit ist tatsächlich eine große Vorteile für die Familie. Im Gegensatz ist es meistens eine Nachteile für den Arbeitnehmer und für die Kollegen, wie bei euch jetzt. Man braucht viel Organisation und Sozialbewusstsein, damit alles funktionieren kann.

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In meiner eigenen Familie hat mein Mann immer voll gearbeitet, und ich immer halbtags. Babysitter und Oma haben auf meine kleine Kinder aufgepasst. Für uns war das ideal, und ich kann mir schwer vorstellen, dass ich den ganzen Tag arbeiten müsste.

Ich wünsche dir, dass wenn du in die selbe Situation eures Englischlehrer kommst, dir die gleiche Chance zur Verfügung steht.

Mit lieben Grüßen P.

### Commentary

This is a very good attempt, requiring no effort by the reader. The writer is confident, ambitious and well organised, for example “*Grundsätzlich denke ich, dass ...*”. All six parts of the message are clearly communicated, with only a few errors in lexis (e.g. *die gleiche Chance zur Verfügung steht*) and morphology (e.g. *eine große Vorteile*), which do not disturb communication.

### Score allocated

Task realisation: 5 marks (maximum), Organisation of text: 5 marks (maximum), Range of Language: 4 marks, Accuracy: 4 marks.

Total: 18 marks out of 20.

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## Goethe-Institut Sample Test Tasks

<b>Report on analysis of</b>	Zentrale Mittelstufenprüfung (Writing)
<b>Target language of this test</b>	German
<b>Target level (CEFR) of this test</b>	C1
<b>Task number/name</b>	Paper 3, Writing, Part 1

### General Information about the writing component \*

3	Number of tasks in the writing paper	2 writing tasks
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	C1
7	Channel	Handwritten
8	Purpose	General proficiency

### Background to the Examination

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The Zentrale Mittelstufenprüfung (ZMP) is an examination on C1 and is part of the Main-suite Examinations of the Goethe-Institut. The examination is under revision and a first sample test will be published in summer 2006. The examination recognizes the ability to understand a wide range of complex written and spoken texts and to interact fluently and spontaneously in writing and orally.

\* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

## **Candidature**

In 2004, the Zentrale Mittelstufenprüfung was taken by 23,902 candidates in more than 300 Goethe-Institutes and licensed examination centres worldwide.

## **Structure of the Test**

The examination tests the skills of Reading, Listening, Writing and Speaking. All four skills are equally weighted at 25%. Results are based on the candidate's aggregate scores across the four skills. In order to pass, candidates must achieve at least 60% of the total points. There are five possible grades, four pass grades (very good, good, satisfactory, pass) and one fail grade.

## **Writing Paper**

The Writing Paper has two tasks. Part 1 consists of writing an argumentative text (there is a choice of 3 topics). The task in Part 2 consists of transforming a personal letter into a formal letter.

### **Writing Paper, Part 1**

In Part 1 candidates are assessed on their ability to write clear, well-structured texts on a variety of subjects, showing controlled use of organisational patterns, connectors and cohesive devices. The instructions indicate the topical issue and the information that should be included in the answer.

### **Mark Distribution**

There are 20 marks for Paper 3 Writing, Part 1. Candidates at this level are expected to produce a clear, well-structured, detailed text on a complex subject, showing a wide range of language and controlled use of organisational patterns, connectors and cohesive devices.

### **Task Rating**

Four criteria are taken into account when marking the written production: task realisation, organisation of text, range of language and accuracy (syntax, morphology, orthography).

The rating scale takes the form of a set of band descriptors from 0 – 5 for each of the four criteria (task realisation, organisation of text, range of language and accuracy). The examination is marked by two trained raters.

### **Effective Level**

All Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications for the ZMP, which relate to the C1 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

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## Sample task:

Bitte wählen Sie ein Thema aus, über das Sie schreiben möchten. Schreiben Sie ca. 300 Wörter auf die nächsten Seiten.

### Thema 3

Wie kann ein langer Aufenthalt im Ausland das Verhältnis zur eigenen Heimat im positiven wie auch im negativen Sinn verändern? Nehmen Sie Stellung und begründen Sie Ihre Meinung.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	C1
11	Time for this task	Approx. 70 minutes
12	Control/guidance	Low
13	Content	Open
14	Discourse mode	Argumentative
15	Audience	Not specified
16	Type of input	Textual – a topic and instructions
17	Topic	Living/working in a foreign country
18	Integration of skills	Reading

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ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	About 300
20	Rhetorical function(s)	Comment, argue
21	Register	Neutral
22	Domain	Personal
23	Grammar	Wide range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Good use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Common general
30	Task purpose	Referential, conative

iii) Rating of Task		
31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scales: scale 0-5 for 4 criteria (task realisation, organisation, range, accuracy)
33	Assessment criteria	Analytic
34	Number of raters	2

iv) Feedback to candidates		
35	Quantitative feedback	1 of 5 grades (very good, good, satisfactory, pass, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

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## Example answer

Ein längerer Aufenthalt in einem fremden Land hat sowohl positive als auch negative Wirkungen auf die Person selbst sowie auf deren Verhältnis zu ihrem Heimatland. Wenn man eine längere Zeit in einem fremden Land verbringt, dann kann man viele Dinge in verschiedenen Bereichen lernen und kann dann auch die Erfahrungen, die man gesammelt hat, an den Landsleuten weitergeben und damit einen Beitrag zum wirtschaftlichen sowie wissenschaftlichen Fortschritt des Heimatlandes leisten.

Wenn man in einem der großen Industrieländer arbeitet, dann kann man z.B. Ideen aus der Wirtschaft im Heimatland in die Tat umsetzen, was zu einer Verbesserung der Wirtschaftslage im Heimatland führen kann. Oder man kann das Bildungssystem im Heimatland verbessern, indem man die Bildungsmethoden des fremden Landes im eigenen Land weiterführt. Außerdem wird man einen weiteren Horizont haben, wenn man für eine längere Zeit mit Leuten lebt, die anders denken und sich anders verhalten. Man lernt, andere Meinungen zu akzeptieren, die der eigenen Meinung oft widersprechen. Wenn z.B. zwei Länder die Studenten austauschen, dann lernen diese Studenten andere Kulturen kennen. Man baut die Vorurteile ab, die man hat und damit kann eine neue Generation entstehen, die tolerant, zivilisiert und offen für andere Meinungen ist, was meiner Meinung nach wichtig für den Fortschritt eines Landes ist.

Bei manchen Leuten bringt aber ein längerer Aufenthalt in einem fremden Land mehr negative als positive Folgen. Besonders die Leute, die aus armen Ländern kommen und in einem entwickelten Land leben, werden manchmal negativ beeinflusst. Man sieht, dass das Leben in einem entwickelten Land viel bequemer und mit höherem Lebensstandard verbunden ist und viele wollen deswegen nie wieder in ihr Heimatland zurückkehren statt daran zu denken, ihre im Ausland gesammelten Erfahrungen im Heimatland weiterzuführen. Außerdem verändert man sich langsam, wenn man sich für lange Zeit in einem fremden Land aufhält. Man gibt manchmal seine Traditionen auf, um sich in die neue Gesellschaft einleben zu können. Man verliert manchmal seine eigene Identität, weil man fühlt, dass man zwei verschiedenen Kulturen, Sprachen manchmal auch zwei Religionen angehört.

Zusammenfassend kann man sagen, dass ein längerer Aufenthalt in einem fremden Land positive und negative

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Folgen auf das Verhältnis zum Heimatland hat. Meiner Meinung nach sollte man sich nicht negativ beeinflussen lassen und so gut wie möglich seinen Aufenthalt im fremden Land nutzen, damit das Heimatland und dessen Gesellschaft von den eigenen Erfahrungen profitieren können

### **Commentary**

This is a very good attempt. The writer produces a clear, well-structured and mostly accurate text, underlining the relevant issues, supporting points of view, and rounding off with an appropriate conclusion. He/she consistently maintains a high degree of grammatical accuracy with only a few minor errors (ihrer Heimatland, an den Landsleuten). The vocabulary range is adequate, with only a few minor lexical errors (Bildungsmethoden ... weiterführt, die Studenten austauschen, bringt ... Folgen, Erfahrungen .... weiterzuführen).

### **Score allocated**

- Task realisation (Content): 5 marks (maximum)
- Organisation of text: 5 marks (maximum)
- Range of vocabulary: 4 marks (maximum: 5 marks)
- Accuracy (morphology, syntax, orthography): 5 marks (maximum)

Total: 19 marks out of 20.

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## Goethe-Institut Sample Test Tasks

<b>Report on analysis of</b>	Zentrale Oberstufenprüfung (Writing)
<b>Target language of this test</b>	German
<b>Target level (CEFR) of this test</b>	C2
<b>Task number/name</b>	Paper 4, Writing, Part 2

### General Information about the writing component \*

3	Number of tasks in the writing paper	2 writing tasks (of which candidate chooses one)
4	Integration of skills	Writing (with written input)
5	Total test time	90 minutes
6	Target performance level	C2
7	Channel	Handwritten
8	Purpose	General proficiency

### Background to the Examination

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The Zentrale Oberstufenprüfung (ZOP) is an examination on C2 of the CEFR and is part of the Main-suite Examinations of the Goethe-Institut. The ZOP recognizes the ability to understand with ease virtually everything heard or read and to interact fluently and precisely in writing or orally, differentiating finer shades of meaning.

#### Candidature

In 2004, the Zentrale Oberstufenprüfung was taken by 3,496 candidates in more than 300 Goethe-Institutes and licensed examination centres worldwide.

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\* The numbers in the left hand column of the tables refer to the categories in the ALTE CEFR Writing Grid

## **Structure of the Test**

The examination tests the skills of Reading, Listening, Writing and Speaking, and there is a paper on Use of Language (grammar/vocabulary). Reading has 50 marks maximum, Use of Language 70 marks, Listening 40 marks, Writing 70 marks and Speaking 80 marks. Results are based on the candidate's aggregate scores. In order to pass, candidates must achieve at least 60% of the total marks. There are four possible grades, three pass grades (very good, good, satisfactory) and one fail grade.

## **Writing Paper**

The Writing Paper consists of two tasks: answering a question on one of the set books (Part 1) or writing an argumentative text (there is a choice of 3 topics). The candidate can choose between a task from Part 1 or Part 2.

## **Writing Paper, Part 2**

In Part 2 candidates are assessed on their ability to write clear, well-structured and detailed texts on a variety of complex subjects, showing a wide range of language and controlled use of organisational patterns, connectors and cohesive devices (approx. 300 words). The instructions indicate the topical issue and the information that should be included in the answer.

## **Mark distribution**

There are 70 marks for Paper 4 Writing, Part 2. Candidates at this level are expected to write a longer text on a complex subject, using a wide range of language and complex structures and to develop arguments with appropriate highlighting of significant points and relevant supporting detail.

## **Task Rating**

Two criteria are taken into account when marking the written production: task realisation (content, length, and organisation of text) and range of language/accuracy (range, cohesion, syntax, morphology, and orthography). Task realisation carries 24 marks maximum, range of language/accuracy 46 marks maximum.

## **Effective Level**

All Writing tasks are constructed on the basis of expert judgement (experienced teachers of German as a Foreign Language and staff of the headquarter of the Goethe-Institut) and according to the specifications of the ZOP, which relate to the C2 Level specifications of the CEFR. Several meetings take place with the Team Leaders and the item writers to decide on the most appropriate task for the final version of the examination.

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## Sample task:

Bitte wählen Sie ein Thema aus, über das Sie schreiben möchten. Schreiben Sie ca. 300 Wörter auf die nächsten Seiten.

Trotz moderner Methoden der Verbrechensbekämpfung wächst in den Industrieländern die Kriminalität, auch unter Jugendlichen.

- Wo sehen Sie die Ursachen für diese Entwicklung?
- Welche Rolle spielen politische Motive?
- Welchen Einfluss hat die Darstellung von Gewalt in den Medien?

Begründen Sie Ihre Meinung.

i) Task input/prompt		
9	Rubrics and instructions are in...	German
10	Language level of rubric	C2
11	Time for this task	90 minutes
12	Control/guidance	Low
13	Content	Open
14	Discourse mode	Argumentative
15	Audience	Not specified
16	Type of prompt	Textual – a topic and instructions
17	Topic	Society
18	Integration of skills	Reading

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ii) Response (description of written response elicited by the prompt(s)/input)		
19	Number of words expected	Approx. 300 words
20	Rhetorical function(s)	Comment, argue, evaluate
21	Register	Neutral
22	Domain	Public
23	Grammar	Wide range of complex structures
24	Vocabulary	Extended vocabulary
25	Cohesion	Very good use of cohesive devices
26	Authenticity: situational	Medium
27	Authenticity: interactional	Medium
28	Cognitive processing	Knowledge transformation
29	Content knowledge	Wide range of knowledge areas
30	Task purpose	Referential, conative

iii) Rating of Task		
31	Known criteria	Grading criteria are not available to the candidate on the paper, but can be viewed in the handbook
32	Task rating method	Rating scale: marks awarded for task realisation (content max. 8 marks, length max. 8 marks, organisation of text max. 8 marks) and range of language/accuracy (vocabulary max. 15 marks, cohesion max. 8 marks, accuracy max. 15 marks, orthography max. 8 marks)
33	Assessment criteria	Analytic
34	Number of raters	2

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#### iv) Feedback to candidates

35	Quantitative feedback	One of four grades (very good, good, satisfactory, fail)
36	Qualitative feedback	None. However, if candidates require more information, the Goethe-Institut can provide qualitative feedback according to the mark scheme

#### Example answer

Die Kriminalität nimmt nicht nur in den Industrieländern sondern weltweit stetig zu, und die Motiven und Ursachen sind meistens von Region zu Region unterschiedlich, aber auch zum Teil identisch. Die Gründe dafür könnten unter anderem sein: Not, der Wunsch Macht auszuüben, Langeweile oder auch politische Motive.

Kriminalität aus Not: Es wird aus blanker Not kriminell gehandelt, wenn keine soziale Bindungen mehr vorhanden sind, es keine Arbeit gibt, und für das tägliche Überleben gekämpft wird. Das ist natürlich keine Entschuldigung, aber die Not treibt einen Menschen zu Taten, die er unter normalen Bedingungen niemals machen würde. Die physische Not, wenn man z.B. Tage lang nichts gegessen hat, die finanzielle Not, wenn man keinen Ausweg mehr sieht und deshalb eine Bank ausraubt, sind nur zwei Beispiele, um das zu verdeutlichen.

Kriminalität, um Macht auszuüben: Mittlerweile herrschen fast weltweit, vor allem in USA und Lateinamerika, die so genannten Bandenkriege in den Ghettos. Das eigene Revier wird mit allen erdenklichen Waffen verteidigt und Drogen und Waffen werden unter das Volk gebracht. Man beweist sich täglich, wer das Sagen und die Macht hat. Das schnelle Geld und die Anerkennung in der Bande sind die wichtigsten Faktoren für diese Art von Kriminalität.

Kriminalität aus Langeweile: In Filmen und Computerspielen wird den Jugendlichen gezeigt, was „cool“ und „in“ ist und wie man sich die Zeit vertreiben kann. Fehlendes Sozialverhalten und der Wunsch, Macht auszuüben, waren unter anderem die Gründe dafür, dass in Schulen mit Waffen geschossen wurde. Minderjährige brachten unschuldige Menschen in ihre Gewalt und im schlimmsten Fall gab es Tote. Die Lehrer, Eltern und die Gesellschaft haben mit Ratlosigkeit reagiert.

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Kriminalität aus politischen Motiven: Mit einer gewalttätigen Handlung für seine politische Gruppe oder auch für sein Land etwas Bestimmtes zu erreichen bzw. zu erzwingen, ist eine andere Form von Kriminalität. Seitdem die Menschheit existiert, werden Kriege geführt und durch Gewalt und Unterdrückung politische Ziele verfolgt. Seit ein paar Jahren gibt es eine neue Form, Kriege zu führen – den Terrorismus. Unschuldige Menschen werden geopfert, um die Verwundbarkeit eines Landes zu demonstrieren und um Macht zu beweisen.

Kriminelle Gewalt erzeugt Gegengewalt – ein Teufelkreis, der nur mit Aussprache, Akzeptanz und Konfliktlösungen zu stoppen ist.

### Commentary

This is a very good attempt. The writer produces a clear, smoothly flowing text in an appropriate and effective style and a logical structure which helps the reader to find significant points. He/she possesses a wide range of language to formulate thoughts clearly and precisely and shows no signs of having to restrict what he/she wants to say. He/she also shows a good command of idiomatic expressions and colloquialisms. There are only a few minor errors (*die Motiven, keine soziale Bindungen, Taten ... machen*).

### Score allocated

Task realisation:

- content: 8 marks (maximum)
- length: 8 marks (maximum)
- organisation of text: 8 marks (maximum)

Range of language / accuracy

- vocabulary: 15 marks (maximum)
- cohesion: 8 marks (maximum)
- accuracy: 14 marks (out of 15)
- orthography: 8 marks (maximum)

Total: 69 marks out of 70.

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