



## GCE Conduct of Speaking Test Training Meetings

### GCE German (2660) Unit 2

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## BOOKLET 1

Autumn 2010

## UNIT 2

### Part 1 Discussion of stimulus card (AO2)

Mark	IN RESPONSE TO THE STIMULUS QUESTIONS
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0 - 1	No or very little meaningful response.

Mark	IN THE MORE GENERAL DISCUSSION
5	Responds to all opportunities to express and develop ideas and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and under-developed.
2	Meaningful ideas and opinions are rarely expressed.
0 - 1	No or very little meaningful response.

### Part 2 Conversation (AO1)

Mark	Fluency
9 - 10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7 - 8	Prompt to respond but hesitating regularly between and during utterances.
5 - 6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3 - 4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0 - 2	Little or no fluency.

Mark	Interaction
9 - 10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7 - 8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5 - 6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3 - 4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0 - 2	Little or no significant reaction.

Mark	Pronunciation and Intonation
5	Good
4	Fairly good
3	Intelligible
2	Poor
0 – 1	Barely intelligible

### Knowledge of Grammar (AO3)

This is an overall assessment of the candidate's performance in both parts of the test.

Mark	
13 – 15	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.
10 – 12	Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
7 – 9	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.
4 – 6	Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English is intrusive.
0 – 3	Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.

**Total for Paper = 50 marks.**

## Notes

### Part 1

The first 5 marks (“in response to the stimulus questions”) are awarded solely on the basis of the candidate’s responses to the printed questions on the stimulus card. Once the 5 printed questions have been answered, the examiner awards the mark out of a maximum of 5 and then moves on to mark the wider discussion. This wider discussion can either pick up on points following on from the printed questions or can move into the wider sub-topic area specified on the stimulus card.

Teacher-examiners should aim for a balance of approximately 2 to 2½ minutes for response to the printed questions and another 2 to 2½ minutes for the wider discussion. However, candidates who answer the printed questions in less than 2 to 2½ minutes may still have access to the higher mark bands as long as they meet the requirements of the criteria.

If teacher-examiners ask supplementary questions in between the printed questions (except where candidates fail to answer the initial question in sufficient detail), the candidate responses to the supplementary questions (ie those questions not printed on the stimulus card) do not attract any credit. The first mark out of 5 is awarded solely for the candidate responses to the printed questions.

A meaningful discussion must take place after the 5 printed questions which should also last 2 to 2½ minutes. The teacher-examiner must ensure that the discussion develops logically within one or two aspects related to the stimulus card and does not simply invite the candidate to give entirely pre-learnt responses to familiar questions on preferred aspects of the sub-topic. Such performances will be restricted to a maximum of 2 out of the 5 marks available for the wider discussion.

### Part 2

The *Instructions for the Conduct of the Examinations* state that approximately 3 minutes must be allocated to each of the 3 topics to be covered in Part 2. Therefore, a candidate who spends less than 2 minutes on any topic in Part 2 will have his/her mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6. A candidate judged at 9 marks would have his/her mark reduced to 7. This same ruling will apply to candidates who do not meet the requirements of the specification for the test to cover all 4 AS topics. This may occur if the teacher-examiner covers a topic in Part 2 which has already been covered in Part 1. Candidates who are affected twice by this ruling will have their mark for Interaction reduced once only.

**GCE Advanced Subsidiary  
Unit 2 – Speaking  
Examiner Marking Summary**



**Candidate Name:** \_\_\_\_\_

**Candidate Number:**

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**Stimulus card:**      **A   B   C   D   E   F**  
(please circle as appropriate)

**Centre Number:**

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(Delete topic of selected card)

**Part 1: Discussion of stimulus card      A02 10 marks**

<b>Topic</b>		
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Mark	In response to the stimulus questions
5	Develops a wide range of relevant points.
4	Develops a number of relevant points.
3	Some relevant points made but with little development.
2	Responses brief and lacking in development.
0-1	No or very little meaningful response.

Mark	In the more general discussion
5	Responds to all opportunities to express and develop views and opinions.
4	Some evidence of developing ideas and opinions.
3	Ideas and opinions are simplistic and underdeveloped.
2	Meaningful ideas and opinions are rarely expressed.
0-1	No or very little meaningful response.

**Part 2: Conversation      A01 25 marks**

Nominated Topic	Third Topic	Fourth Topic
		<b>See stimulus card above</b>

Mark	Fluency
9-10	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
7-8	Prompt to respond but hesitating regularly between and during utterances.
5-6	Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
3-4	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.
0-2	Little or no fluency.

Mark	Interaction
9-10	Sustains a meaningful exchange; takes the lead on occasions. Responds well to regular opportunities to react spontaneously in developing ideas.
7-8	Reacts reasonably well with some but infrequent evidence of spontaneity in response to opportunities to develop ideas.
5-6	Tends to react rather than initiate but attempts to give additional information. Little evidence of spontaneity and much use made of pre-learnt responses.
3-4	Generally dependent on the examiner. Volunteering little additional information. Excessive use made of pre-learnt responses.
0-2	Little or no significant reaction.

Mark	Pron. & Int.
5	Good
4	Fairly good
3	Intelligible
2	Poor
0-1	Barely intelligible.

**Knowledge of Grammar      A03 15 marks**

This is an overall assessment of the candidate's performance in both parts of the test

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Little or no evidence of grammatical awareness. Great difficulty in constructing basic sentences.			Very limited range of constructions and vocabulary. Recurring serious errors. Influence of English intrusive.			Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.			Reasonable performance, tending to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.			A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors are generally minor but with some serious errors in more complex structures.			

<b>PART 1</b>	
Response	General Discussion
/5	/5

<b>PART 2</b>		
Fluency	Interaction	Pronunciation/Intonation
/10	/10	/5

<b>A03 Overall</b>
/15

**TOTAL**

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 /50

<b>KARTE D</b>	
Topic	<b>MEDIA</b>
Sub-topic	<b>Communication Technology</b>

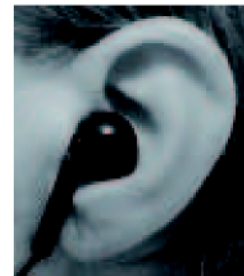
## MP3-Spieler: Spaß oder Risiko?



Persönlich, praktisch, mobil - mehr als ein Drittel  
aller Jugendlichen hört täglich  
mindestens eine Stunde Musik im MP3-Spieler.

**Experten warnen vor zu hoher Lautstärke: ab 85 Dezibel  
Gefahr eines irreparablen Hörschadens**

<b>Wie laut ist das?</b>	
Straßenlärm	60 Dezibel
Baumaschinen	100 Dezibel
MP3-Spieler	bis zu 105 Dezibel
Flugzeug beim Start	110 Dezibel



Mit 20 schon hörgeschädigt?

### Fragen

- Worum geht es hier?
- Warum sind MP3-Spieler bei Jugendlichen so beliebt?
- Inwiefern können MP3-Spieler die Gesundheit gefährden?
- Wie könnte man Ihrer Meinung nach das Gesundheitsrisiko beim Gebrauch von MP3-Spielern vermindern?
- Wie und wann hören **Sie** am liebsten Musik?

<b>KARTE C</b>	
Topic	<b>FAMILY AND RELATIONSHIPS</b>
Sub-topic	<b>Friendships</b>

## Was sind echte Freunde?



„Meine Freundin versteht mich einfach am besten. Wir erzählen uns alles und wenn ich Probleme zu Hause habe, gehe ich zu ihr - sie kann so gut zuhören.“

**(Julia, 17)**

„Mit meinem besten Freund zusammen macht's immer Spaß, weil wir die gleichen Interessen haben. Aber wir sagen uns auch ehrlich unsere Meinung, wenn der andere 'was falsch macht.“

**(Markus, 16)**



Source: Getty Images

### Fragen

- Worum geht es hier?
- Warum haben Julia und ihre Freundin ein gutes Verhältnis?
- Was für eine Beziehung hat Markus zu seinem Freund?
- Welche Konflikte kann es zwischen Freunden geben?
- Welche Rolle spielen Freunde in **Ihrem** Leben?

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## Nominated Topic Prompt Card

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### Candidate 1

Nominated Topic: Health and Well-being – Sport

- Wichtigkeit eines gesunden Lebensstils
- Sport treiben
- Übergewicht als Problem in der Gesellschaft
- Rauchen und Rauchverbot
- Gefahr von Alkohol

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### Candidate 2

Nominated Topic: Fernsehen

- Rolle des Fernsehens in meinem Leben
- Nachteile und Gefahren des Fernsehens
- Fernsehen im Internet
- Werbung im Fernsehen
- Fernsehkonsum von Kindern und Jugendlichen

# Candidate A

## Comments on Assessment

### Part 1 (Karte D)

The candidate gives a fairly good summary of the card's content and makes appropriate use of the information presented. Her answers contain some development but she could often have extended her responses beyond quoting phrases and vocabulary from the stimulus, for instance by talking more clearly about hearing loss in young people and by offering her own views on this modern phenomenon. Her answer to the fourth, evaluative question is also disappointingly brief whereas – as with many candidates – the final question elicits a very lengthy response.

In the more general discussion, the candidate offers meaningful if somewhat hesitant answers. When responding to some quite predictable questions from the teacher on the use of computers and mobile phones she refrains from simply producing pre-learnt answers and appears to react with some degree of spontaneity. She develops most of her contributions appropriately and is keen to include her own opinions.

### Part 2 Fluency

The candidate answers promptly but often becomes quite hesitant as she tries to recall vocabulary and structures. Regular pauses and a generally slow pace of delivery do not however prevent the conversation from being conducted at a fairly steady pace.

### Interaction

The candidate seems keen to express herself and is often ready to develop her answers beyond minimal replies by offering reasons and opinions. She also copes well with a gentle challenge from the teacher (*Alkohol gefährlicher als Rauchen?*) On the other hand she loses confidence when she has difficulty in recalling the necessary vocabulary and her contributions sometimes come to an abrupt end.

### Pronunciation

There are no conspicuous shortcomings in the candidate's pronunciation even if her intonation is sometimes affected by her hesitant pace of speaking. There are virtually no individual mispronunciations of words and typical German consonants like *z* and *ch* are pronounced well as are most *Umlaute* and diphthongs.

### Grammar

The candidate's vocabulary is generally adequate and occasionally above average (*ähnliche Eigenschaften, fetzige Musik*) although a few lexical errors prevent clear communication (e.g. *ich bekomme nicht fett, riskiös*).

Throughout the test, the candidate uses more complex clauses regularly and with some success as far as accurate word order is concerned. But there are consistent weaknesses in basic syntax (*das mir helfen, sie viele machen*) and in other areas of elementary grammar such as verb/subject inversion, modal verb sentences (*man kann tanzt*), verb/subject agreement and adjectival endings (*gesund Essen*). The candidate's knowledge of past tenses is also rather insecure (*ich habe nie gehen haben*). Despite all these shortcomings in grammatical performance, communication is usually established.

Part 1 AO2		Part 2 Conversation AO1			Knowledge of Grammar AO3	Total
Response to Stimulus	More General Discussion	Fluency	Interaction	Pronunciation & Intonation		
4	4	7	8	5	10	38

## Comment on conduct

### Part 1

- ✓ At the start of the test the teacher-examiner clearly announces the chosen stimulus card.
- ✓ She asks the five printed questions in succession without adding further questions.
- ✓ As she intends to address the candidate with 'du' during the test she appropriately adapts the wording of the last two questions on the card.
- ✓ She makes a smooth transition to the wider discussion by following up on the candidate's response.
- ✓ She keeps the discussion within the sub-topic on the card.
- She does not explore the subject of the stimulus card (MP3 players) in more detail and quickly moves to other areas of the sub-topic.
- ✓ She regularly develops her line of questioning based on the candidate's replies.
- ✓ She 'gently' challenges the candidate at one point.
- ✓ This part ends just short of five minutes.

### Part 2

- ✓ The teacher-examiner starts the conversation with the candidate's nominated topic and discusses four of the five points on the prompt card.
- ✓ She covers all remaining topics.
- ✓ She does not attempt to discuss all the available sub-topics in each topic area thereby ensuring that ideas are explored in more detail.
- During the discussion of the sub-topics 'Music' and 'Friendships', the teacher could have made more frequent attempts to include general aspects of the topic rather than asking mainly personal questions.
- ✓ The teacher-examiner develops points by following up on the candidate's replies, by asking for reasons etc.
- ✓ She uses clear and predominantly open-ended questions.
- She does not indicate the transition between topics.
- ✓ She never interrupts or rushes the candidate.
- ✓ She frequently asks the candidate for her opinions.

# Candidate B

## Comments on Assessment

### Part 1 (Karte C)

The candidate succeeds in summarising the character of the relationships described in Julia's and Markus' statements without simply repeating the text on the card. However, his answers in this initial section of the test contain little development and not everything he says is immediately comprehensible.

During the discussion, he sometimes struggles to put his ideas into words. He is not always able to develop his answers sufficiently and to establish clear communication, but his attempts to talk about 'Vertrauen' and 'Konflikte' eventually produce a fairly coherent response.

### Part 2

#### Fluency

The candidate usually responds promptly but often takes rather a long time to finish his sentences. Hesitations and pauses occur regularly when he tries to formulate his answers and searches for sometimes quite basic vocabulary.

#### Interaction

The candidate's performance is somewhat uneven. He does not seem to be very well prepared on his nominated topic and needs some encouragement from the examiner to develop his views. Because of his flat intonation and frequent hesitations, the candidate does not immediately come across as a confident and enthusiastic participant in the conversation, but he is generally willing to extend his contributions beyond minimal replies and usually answers the examiner's questions in a meaningful way.

#### Pronunciation

The candidate has a fairly typical English accent with a rather monotonous intonation. There are relatively few errors in vowel production but end consonants are often not pronounced clearly causing occasional difficulty with comprehension.

#### Knowledge of Grammar

The candidate's range of structures is good and he regularly uses a variety of subordinate as well as infinitive clauses; in doing so he achieves a reasonable degree of accuracy and is sometimes able to correct himself. Subject/verb inversion and modal verb sentences are often handled well but mistakes with verb endings and tenses occur quite frequently. While grammatical errors hardly ever interfere with clear communication the candidate's weaknesses in basic vocabulary sometimes cause problems for immediate comprehension e.g. *lösen – verlieren, Uhr – Stunde, bekommen – werden*.

Part 1	AO2	Part 2 Conversation AO1			Knowledge of Grammar AO3	Total
Response to Stimulus	More General Discussion	Fluency	Interaction	Pronunciation & Intonation		
3	3	7	7	3	11	34

## Comment on conduct

### Part 1

- ✓ The examiner makes it clear which card the candidate has chosen and asks the five questions in succession.
- ✓ She picks up on a previous remark from the candidate (*Vertrauen*) to develop this point further.
- ✓ She uses a combination of personal and more general questions.
- ✓ She keeps the discussion within the sub-topic on the card.
- ✓ She does not interrupt the candidate when he becomes quite hesitant.
- The last question on the card could have been adapted to the *'du'*-address.
- ✓ This part ends after approximately 5 minutes.

### Part 2

- ✓ The examiner clearly signals the start of the conversation.
- ✓ She starts the conversation with the candidate's nominated topic.
- ✓ She does not attempt to cover all bullet points on the candidate's prompt card.
- ✓ She makes a smooth transition to the next topic (*Sport*)
- ✓ During the conversation the change of topics is always clearly indicated.
- ✓ She questions the candidate in a calm manner and shows interest in his responses.
- ✓ She does not stick to a pre-set list of questions but often develops points by following up on the candidate's answers.
- She could have enabled the candidate to further develop his opinion on the film he had seen.
- ✓ She uses a mixture of questions i.e. factual, personal, seeking opinions etc.
- ✓ She discusses all the required topics and achieves an even coverage of these.
- ✓ She discusses few sub-topics in more depth rather than many sub-topics superficially.
- The *'du'*-address is not always used consistently.
- ✓ The examiner's questions are brief and precise.
- ✓ She always allows the candidate to finish his response even when there are pauses and hesitations.
- ✓ The test lasts almost exactly 15 minutes.

## Unit 2 Suggested Starter Questions for Conversation

### MEDIA

#### Television

Welche Rolle spielt das Fernsehen in Ihrem Leben?

Welche Probleme oder Gefahren bringt zu hoher Fernsehkonsum mit sich, vor allem bei Kindern?

Talent-Shows und sogenannte Doku-Soaps sind heute sehr beliebt. Warum wohl?

Welche Vorteile oder Nachteile hat das digitale Fernsehen?

#### Advertising

Wie finden Sie Werbespots im Fernsehen oder im Kino?

Warum gibt es Werbung?

Glauben Sie, dass Sie von der Werbung beeinflusst werden? Inwiefern?

Welche Werbung sollte Ihrer Meinung nach verboten werden? Warum?

#### Communication Technology

Wie wichtig ist das Handy für Sie?

Welche Nachteile oder Risiken haben Mobiltelefone?

Wie oft und wozu benutzen Sie das Internet?

Was sind die Vorteile und die Gefahren von Chatrooms?

### POPULAR CULTURE

#### Cinema

Warum ist das Kino bei jungen Leuten eine beliebte Freizeitbeschäftigung?

Welchen guten Film haben Sie in letzter Zeit gesehen?

Inwiefern hat moderne Computertechnologie die Filmindustrie verändert?

Was ist besser: einen Film im Kino zu sehen oder auf DVD? Warum?

#### Music

Welche Art von Musik hören Sie gern? Warum?

Wie hat das Internet die Musikindustrie verändert? Wie ist Ihre Meinung dazu?

Was halten Sie von Popfestivals?

Ist klassische Musik nur etwas für ältere Leute?

#### Fashion /Trends

Wie wichtig ist es für Sie, modische Kleidung zu tragen?

Spielt gutes Aussehen heutzutage eine zu wichtige Rolle?

‘Shopping’ ist eine der beliebtesten Freizeitbeschäftigungen geworden. Warum wohl? Wie ist Ihre Meinung dazu?

Sind Stars aus den Bereichen Sport, Film, Mode und Musik gute Vorbilder? Warum (nicht)?

## **HEALTHY LIVING / LIFESTYLE**

### **Sport / Exercise**

Welche Rolle spielt Sport in Ihrem Leben?  
Warum ist es wichtig, Sport zu treiben?  
Muss Sport viel Geld kosten?  
Was halten Sie von Fitness-Clubs?

### **Health and Well-being**

Was sind die Gefahren des Rauchens / des Alkoholkonsums / des Drogenkonsums?  
Warum ist eine gesunde Ernährung wichtig?  
Welche Gründe gibt es für Magersucht?  
Warum leiden viele (junge) Leute heutzutage unter Stress?

### **Holidays**

Was machen Sie am liebsten im Urlaub?  
Warum ist es wichtig Urlaub zu haben?  
Fahren Sie lieber mit Ihrer Familie oder mit Freunden auf Urlaub? Warum?  
Welche positiven / negativen Folgen hat der Tourismus für eine Region?

## **FAMILY / RELATIONSHIPS**

### **Relationships within the family**

Gibt es heutzutage noch eine typische Familie?  
Ist es Ihrer Meinung nach wichtig, dass ein Kind mit beiden Eltern aufwächst? Warum (nicht)?  
Welche Konflikte gibt es häufig zwischen Eltern und Kindern?  
Welche Vor- oder Nachteile hat es Geschwister zu haben?

### **Friendships**

Wie wichtig ist es Freunde zu haben? Warum?  
Welche Eigenschaften hat ein guter Freund / eine gute Freundin?  
Welche Konflikte kann es zwischen Freunden geben? Wie kann man sie lösen?  
Worüber sprechen Sie mit Ihren Freunden?

### **Marriage / Partnerships**

Ist die Ehe Ihrer Meinung nach altmodisch?  
Welche Probleme kann die Scheidung / die Trennung der Eltern verursachen?  
Welche Vor- und Nachteile hat das Leben als Single?  
Wer sollte sich in einer Ehe / Partnerschaft um die Kinder kümmern?

## Topic Lists

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### AS Unit 2

#### Media

- Television
- Advertising
- Communication technology

#### Popular Culture

- Cinema
- Music
- Fashion / trends

#### Healthy Living / Lifestyle

- Sport / exercise
- Health and well-being
- Holidays

#### Family / relationships

- Relationships within the family
- Friendships
- Marriage / partnerships