



GCE Conduct of Speaking Test Training Meetings

GCE German (2660) Unit 2

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BOOKLET 1

Autumn 2011

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.

Candidate Name: _____

Candidate Number:

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Stimulus card: **A B C D E F**

Centre Number:

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(please circle as appropriate)

(Delete topic of selected card)

Part 1: Discussion of stimulus card AO2 10 marks

Mark	<i>In response to the stimulus questions</i>
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.

Topic		

Mark	<i>In the more general discussion</i>
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 AO1 25 marks

Nominated Topic	Third Topic	Fourth Topic
		See stimulus card above

Mark	<i>Fluency</i>
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	<i>Interaction</i>
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	<i>Pron. & Int.</i>
5	Good
4	Fairly good
3	Intelligible
2	Poor
0-1	Barely intelligible.

Knowledge of Grammar AO3 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.			

PART 1		PART 2			AO3 Overall
Response	General Discussion	Fluency	Interaction	Pronunciation/Intonation	/15
/5	/5	/10	/10	/5	

TOTAL /50

Candidate Name: _____

Candidate Number:

--	--	--	--

Stimulus card: **A B C D E F**

Centre Number:

--	--	--	--	--

(please circle as appropriate)

(Delete topic of selected card)

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4	Develops a number of relevant points.
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2	Responses brief and lacking in development.
0-1	No or very little meaningful response.

Mark	Topic	
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3	Ideas and opinions are simplistic and underdeveloped.	
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Part 2: Conversation AO1 25 marks

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		See stimulus card above

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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.
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Knowledge of Grammar AO3 15 marks

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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.			

PART 1		PART 2			AO3 Overall
Response	General Discussion	Fluency	Interaction	Pronunciation/Intonation	/15
/5	/5	/10	/10	/5	

TOTAL /50

KARTE C	
Topic	MEDIA
Sub-topic	Communication technology

Leben ohne Handy? Unmöglich!



Source: Getty Images

Immer und überall:
schnelle
Kommunikation



Aber das Handy hat auch Nachteile:



Hohe Kosten



Source: Getty Images

Manchmal störend
für andere



Schädlich für
die Gesundheit?

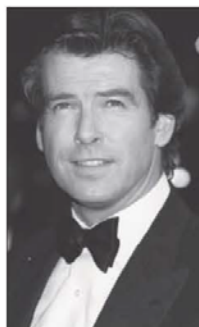
Fragen

- Worum geht es hier?
- Welche Vorteile hat das Handy im täglichen Leben?
- Welche Probleme kann der Gebrauch des Handys mit sich bringen?
- Glauben Sie, dass ein Leben ohne Handy heutzutage noch möglich ist? Warum (nicht)?
- Wann und wie oft benutzen Sie das Handy?

KARTE B	
Topic	POPULAR CULTURE
Sub-topic	Cinema

Agent 007 – immer wieder ein Kinohit!

Seit fast 50 Jahren kämpft der berühmteste Agent der Filmgeschichte gegen das Böse.



Source: Getty Images

Bisher 22 James-Bond-Filme mit sieben verschiedenen Schauspielern in der Hauptrolle.



Source: Getty Images

Tolle Autos, schöne Frauen, viel Action mit spektakulären Stunts – die immer gleiche Formel für alle James-Bond-Filme.



Fragen

- Worum geht es hier?
- Was zeigt, dass die James-Bond-Filme erfolgreich sind?
- Warum sind diese Filme so beliebt?
- Gibt es Ihrer Meinung nach auch negative Aspekte in diesen Filmen?
- Sehen Sie selbst gern Action-Filme? Warum (nicht)?



GER2T

Nominated Topic Prompt Card

Student 1

Topic: Gesund leben

- Sport und Fitness
 - Gesunde Ernährung
 - Essstörungen
 - Rauchen
 - Gleichgewicht zwischen Arbeit und Freizeit
-

Student 2

Topic: Family - Marriage/Partnership

- Rolle der Ehe in der heutigen Gesellschaft
- Warum heiraten?
- Vor- und Nachteile von Partnerschaften
- Folgen von Scheidung
- Meine Pläne für die Zukunft

Student 1

Commentary

Part 1 (Karte C)

Initially the candidate gives a succinct and relevant summary of the card's subject. Her answers on the two questions referring to information presented on the card are disappointingly brief and almost entirely lifted from the card. She goes into more detail in answer to the fourth question and talks at length about her own use of mobile phones. The imbalance of depth and detail in her responses prevents her from gaining the highest mark for this section.

Her participation in the discussion is at times a bit halting which is mainly due to the fact that she is required to react spontaneously to the teacher's questions. There is evidence that she can develop points in a meaningful way and is able to express opinions on the subject.

Part 2 – Conversation

Fluency

The candidate answers promptly and speaks with a steady pace. Occasionally she appears uncertain of how to continue her utterance and becomes hesitant when searching for the appropriate vocabulary.

Interaction

Guided by the teacher's sympathetic questioning, the candidate is able to maintain a meaningful exchange. While she incorporates memorised phrases into her responses she never gives the impression of relying on pre-learnt material when expressing and developing ideas and opinions. Her contributions seem natural and spontaneous even if she occasionally needs the teacher's encouragement to extend her answers.

Pronunciation

The candidate's pronunciation is clear and contains few consistent weaknesses. *Umlaut* vowels, *z* and *ch* consonants are not always produced well and her intonation is slightly flat.

Grammar

The candidate has a good range of vocabulary which enables her to communicate in all topic areas; lexical errors which prevent immediate comprehension are rare (*verursachen* for *versuchen*). Her sentences are often quite simple and her use of past and future tenses is limited, but she produces more complex structures appropriately and often accurately (*dass, weil, wenn*, relative clauses) and her syntax in both main and dependent clauses is generally secure. Modal verb structures are not always well formed (... *muss streng sind; ich soll gehe aus*) and there are a few weaknesses with basic verb endings (*ich anrufen/schicken*).

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus questions	In the more general discussion	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
4/5	4/5	8/10	9/10	4/5	12/15	41/50

Comments on conduct

Part 1

- ✓ The examiner announces the letter of the card and asks the five questions in succession and without any additional questions.
- ✓ She adapts the printed questions to the 'du' register.
- ✓ She develops the discussion around the sub-topic and subject on the card.
 - Some aspects on the card could have been explored in more detail in the discussion.
- ✓ She enables the candidate to react with spontaneity through using follow-up questions and suitable prompts.
 - She tended to ask successive closed questions.
- ✓ She adheres to the correct timing for this part of the test.
- ✓ At the end of the discussion she collects the stimulus card and candidate's notes.

Part 2

- ✓ The examiner treats the Nominated Topic as a conversation from the outset thus avoiding lengthy, pre-learnt presentations by the candidate.
- ✓ She adequately covers the remaining topics but does not attempt to discuss all sub-topics within them.
- ✓ Her questions are clear, brief and varied.
- ✓ Throughout the conversation she frequently invites the candidate to develop points, to explain etc.
- ✓ The examiner's line of questioning allows the candidate to respond spontaneously.
 - The opening prompt on the topic of 'music' was not specific enough (*Sag mir etwas über....*)
- ✓ The conversation progresses at a natural pace and in a relaxed manner.
- ✓ The examiner clearly indicates the transition from one topic to the next.
- ✓ She listens carefully to the candidate and shows interest in what the candidate says.
- ✓ She regularly reacts to the candidate's contributions with brief remarks but never over-participates.
- ✓ Each topic is given fairly equal time i.e. between 3 and 4 minutes.
- ✓ The test ends after 15 minutes.

Student 2

Commentary

Part 1 (Karte B)

The candidate's first response contains a somewhat clumsy description of the pictures on the card. He has prepared quite original and extended answers to the remaining four questions although he occasionally struggles to express his ideas and immediate communication is slightly hindered by pronunciation errors (*Beschreibung, Gesichte, English Agent and Figur*).

His contributions in the wider discussion are quite spontaneous and fairly developed; he is keen to air his views on the cinema and different types of films. His generally hesitant delivery prevents him from conveying a more substantial amount of information within the short time but there is evidence of his ability to develop ideas independently.

Part 2 - Conversation

Fluency

Despite answering promptly to most of the teacher's questions the candidate's delivery is punctuated by quite regular pauses as he tries to recall vocabulary and phrases. Nevertheless, his hesitations do not unduly break up the flow of the discussion.

Interaction

The candidate is willing to express his ideas and to develop points of his own accord. He shows some ability to react spontaneously to the teacher's unpredicted questions but a more meaningful and independent participation in the conversation is often made difficult by his obvious linguistic shortcomings, especially his choice of inappropriate or incomprehensible vocabulary.

Pronunciation/Intonation

The candidate speaks with a fairly typical accent but there are generally no problems with comprehension. However, his intonation suffers from his frequent hesitations.

Grammar

While the candidate's contributions are generally comprehensible his ability to communicate clearly and without ambiguity is often restricted by errors in basic grammar and in the use of accurate vocabulary (*Fettüblichkeit, Erziehung/Beziehung, verboten/angeboten*). He uses mainly simple structures but occasionally attempts past and future tenses. Verb/subject inversion is mostly ignored and simple modal verb structures are more often than not inaccurate. The candidate's tendency to leave sentences unfinished (*Scheidung kann sehr negative Effekte; ich werde keine Zeit für Trainieren; ich bin nach dem Supermarkt*) demonstrates that he has not yet developed a sufficiently secure understanding of grammatical concepts and sentence structure.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus questions	In the more general discussion	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
4/5	4/5	7/10	7/10	4/5	8/15	34/50

Comments on conduct

Part 1

- ✓ The teacher-examiner announces the letter of the card and asks the five questions in succession without additional questions.
- ✓ She adapts the printed questions to the 'du' register.
- ✓ She achieves a smooth transition to the discussion.
- ✓ She asks questions that are relevant to the chosen card and sub-topic.
- ✓ She develops the discussion in a natural way.
- ✓ She frequently elicits opinions.
- ✓ She ends this part of the test at approximately 5 minutes.

Part 2

- ✓ The examiner allows the candidate to give a slightly longer uninterrupted introduction to his nominated topic but from thereon treats the nominated topic as a conversation rather than a series of presentations.
- During the nominated topic her questions tend to be unrelated and do not develop individual points on the prompt card.
- There is an imbalance of timing between the Nominated Topic and the remaining topic areas.
- ✓ She waits for the candidate to finish his responses but does not allow his hesitations to develop into lengthy silences.
- ✓ During the remaining conversation she sometimes develops the exchange by asking suitable follow-up questions.
- ✓ She asks clear, brief and mostly open-ended questions.
- ✓ Her line of questioning stretches the candidate and allows him to achieve his best.
- ✓ She discusses fewer sub-topics in detail rather than covering too many points superficially.
- She does not signal the transition to the last topic (Health).
- ✓ She gently challenges the candidate at one point. (*Fitness und Schularbeit*)
- ✓ She asks a combination of personal and more general questions.
- ✓ The test ends at just less than 15 minutes.

German 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

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