



## GCE Conduct of Speaking Test Training Meetings

### GCE German (2660) Unit 4

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## BOOKLET 2

Autumn 2010

## UNIT 4

### Part 1 Response to the stimulus material

AO2 15 marks

The marks will be allocated in the following way.

		AO1	AO2	AO3
Part 1	Stimulus material		15	
Part 2	Conversation	20		
Overall	Knowledge of grammar			15

The following criteria will be used.

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

Mark	IN RESPONSE TO THE STIMULUS MATERIAL	Mark	IN THE FACE OF CHALLENGES BY THE EXAMINER
5	Develops a wide range of relevant points.	9 - 10	Responds readily to all opportunities to develop views and defend or justify opinions.
4	Develops a number of relevant points.	7 - 8	Frequent evidence of developing views and defending or justifying opinions.
3	Some relevant points made.	5 - 6	Little evidence of developing views and defending or justifying opinions.
2	Response is brief and lacking in development.	3 - 4	Meaningful views are rarely expressed.
0 - 1	Very little meaningful response.	0 - 2	Very little meaningful response.

### Part 2 Conversation (AO1)

Mark	Fluency
5	A thoroughly confident speaker. Able to sustain a conversation at a natural pace.
4	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.
3	Prompt to respond but hesitating regularly between and during utterances.
2	Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.
0 - 1	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.

Mark	Interaction
9 - 10	Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.
7 - 8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.
5 - 6	Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.
3 - 4	Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.
0 - 2	Minimal reaction with little or no development of responses independent of any prompting.

Mark	Pronunciation and Intonation
5	Very good
4	Good
3	Fairly good
2	Intelligible
0-1	Poor

### Knowledge of Grammar (AO3)

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

Mark	
13 - 15	Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.
10 - 12	Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.
7 - 9	A variety of linguistic structures used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures.
4 - 6	Reasonable performance. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.
0 - 3	Generally comprehensible to a native speaker. Limited range of constructions, vocabulary and sentence patterns. Serious grammatical errors may sometimes cause difficulties for immediate comprehension.

## **Notes**

### **Part 1**

The first 5 marks are awarded solely on the basis of the candidate's response in the first minute, after the teacher-examiner has said in the target language "You now have one minute to outline your point of view." Once the candidate has spoken, uninterrupted, for one minute maximum, then the teacher-examiner challenges the candidate's view point for a period of 4 minutes during which the remaining 10 marks are available. Challenges can come in different forms, including asking for clarification, further elaboration, exemplification etc.

### **Part 2**

If a candidate gives only factual knowledge throughout the whole of this part of the test, without any opinion or reactions, he/she will be limiting his/her Interaction mark to a maximum of 6. As the two topics are assessed globally this will not apply if the candidate gives only factual information for one of the topics, but gives opinions and reactions in the other.

It is a requirement of the specification that both Cultural Topics are discussed in the Unit 4 Speaking Test. Therefore, a candidate who spends less than 4 minutes on one of their Cultural Topics will have their mark for Interaction reduced by one band, eg a candidate who is judged at 8 marks would have the mark reduced to 6.

**GCE Advanced  
Unit 4 – 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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**Part 1: Discussion of stimulus card A02 15 marks**

Mark	In response to the stimulus material	Mark	In the face of challenges by the examiner
5	Develops a wide range of relevant points.	9-10	Responds readily to all opportunities to develop views and defend or justify opinions.
4	Develops a number of relevant points.	7-8	Frequent evidence of developing views and defending or justifying opinions.
3	Some relevant points made.	5-6	Little evidence of developing views and defending or justifying opinions.
2	Response brief and lacking in development.	3-4	Meaningful views are rarely expressed.
0-1	Very little meaningful response.	0-2	Very little meaningful response.

**Part 2: Conversation A01 20 marks**

Mark	Fluency	Mark	Interaction	Mark	Pron. & Int.
5	A thoroughly confident speaker. Able to sustain a conversation at a natural pace.	9-10	Sustains a meaningful exchange with very little prompting. Responds well to regular opportunities to react spontaneously. Can develop ideas and counter views.	5	Very good
4	A generally confident speaker demonstrating a good pace of delivery with some slight hesitation between and during utterances.	7-8	Responds reasonably well with some evidence of spontaneity. Reacts infrequently to opportunities to develop ideas and counter views.	4	Good
3	Prompt to respond but hesitating regularly between and during utterances.	5-6	Tends to react rather than initiate. Limited evidence of spontaneity in developing responses to questions seeking views and opinions. More comfortable with factual information.	3	Fairly good
2	Lacking in confidence. Inappropriate pace of delivery (fast, slow or erratic) adversely affects the natural flow of conversation.	3-4	Generally dependent on the examiner's prompting which elicits only occasional attempts to give additional information.	2	Intelligible
0-1	The pace of delivery (either hurried and garbled or slow and halting) is such that the flow of communication is severely impaired.	0-2	Minimal reaction with little or no development of responses independent of any prompting.	0-1	Poor

**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
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. Tends to use unsophisticated constructions and vocabulary. Grammatical errors do not generally interfere with communication.			A variety of linguistic structures to be used, generally effectively. Limitations in the use of more complex structures and more sophisticated vocabulary. Errors generally minor but with some serious errors in more complex structures.			Good command of the language. Attempts to use complex constructions and a wide range of vocabulary. Good grammar and sentence structure; generally accurate.			Very good command of the language. Good use of idiom, complex structures and range of vocabulary. Highly accurate grammar and sentence structure; occasional mistakes.			

<b>PART 1</b>	
Response	Challenges
<b>/5</b>	<b>/10</b>

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

<b>A03 Overall</b>
<b>/15</b>

<b>TOTAL</b>	<b>/50</b>
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<b>KARTE A</b>	
Topic	<b>ENVIRONMENT</b>
Sub-topic	<b>Pollution</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## **Das Auto – Freund oder Feind?**

### **Meinung 1**

Wer die Umwelt verschmutzt, sollte auch dafür bezahlen. Deshalb muss das Autofahren noch viel teurer werden; sonst gibt es keine Chance, dass Autofahrer auf umweltfreundliche Verkehrsmittel umsteigen.

### **Meinung 2**

Es ist unrealistisch zu glauben, dass wir im alltäglichen Leben auf das Auto verzichten können. Öffentliche Verkehrsmittel stellen für die meisten Menschen keine wirkliche Alternative dar.

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## Notes for Examiners

Where the candidate is defending **Meinung 1**, you might use the following:

- Das Auto als notwendiger Bestandteil des Berufs- und Privatlebens vieler Menschen
- Öffentliche Verkehrsmittel keine Konkurrenz in Bezug auf Flexibilität, Mobilität und Komfort
- Entwicklung von umweltfreundlicheren Autos als Zukunftsperspektive
- Unfaire Belastung von finanziell schwachen Bevölkerungsgruppen durch ständig steigende Treibstoffpreise und Steuern

Where the candidate is defending **Meinung 2**, you might use the following:

- Verwendung von höheren Steuereinnahmen für den Ausbau von öffentlichen Verkehrsmitteln, Radwegen usw.
- Höhere finanzielle Belastung des Einzelnen: ein wirksameres Mittel als „grüne“ Argumente
- Erfolg von bestehenden City-Maut-Projekten
- Dringende Notwendigkeit, unsere Abhängigkeit vom Auto zu reduzieren

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<b>KARTE D</b>	
Topic	<b>ENVIRONMENT</b>
Sub-topic	<b>Energy</b>

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## **Atomkraft – ja oder nein?**

### **Meinung 1**

Wir werden unseren steigenden Energiebedarf nur decken können, wenn wir auch Kernenergie benutzen. Wir sollten deshalb neue Atomkraftwerke bauen.

### **Meinung 2**

Kernenergie ist nicht umweltfreundlich. Radioaktive Strahlung und Atommüll stellen eine Gefahr für uns und spätere Generationen dar. Alle Atomkraftwerke sollten so bald wie möglich geschlossen werden.



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### Notes for Examiners

Where the candidate is defending **Meinung 1**, you might use the following:

- Ungelöstes Problem der langfristigen Lagerung von Atommüll
- Risiko von Unfällen auch bei modernen Atomkraftwerken
- Erhöhte Gefahr von Krebserkrankungen in der näheren Umgebung von Atomkraftwerken
- Zusätzliche Gefahren durch die Möglichkeit terroristischer Angriffe

Where the candidate is defending **Meinung 2**, you might use the following:

- Deckung des Energiebedarfs durch erneuerbare Energiequellen noch lange nicht möglich
- Atomkraft als saubere Energiequelle ohne Emission von Treibhausgasen
- Hohe Sicherheit in neuen Atomkraftwerken durch moderne technische Entwicklung
- Weniger Abhängigkeit von Importen aus öl- und gasproduzierenden Ländern

KARTE F	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Law and order

- Look at the card and read the two opinions in the speech bubbles.
- Choose **one** and think how you can convey and expand on its main ideas.
- Begin the discussion by outlining your point of view (this should take no longer than one minute).
- You must then be prepared to respond to anything the examiner might say and to justify your point of view.
- You may be required to explain something you have said, to respond to an opposing point of view expressed by the examiner, or to defend your expressed opinion(s).
- You may make notes in your preparation time and refer to them during this part of the test.



## Verstehen oder bestrafen?

### Meinung 1

Härtere Strafen sind das wichtigste Mittel im Kampf gegen die steigende Jugendkriminalität. Dazu gehört, dass wir jugendliche Straftäter ins Gefängnis schicken.

### Meinung 2

Gefängnisstrafen für Jugendliche sind nicht wirksam. Unsere Gesellschaft muss vor allem die Ursachen der Jugendkriminalität bekämpfen und Wege finden, jugendlichen Straftätern zu helfen.

## Notes for Examiners

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# Candidate A

## Comments on Assessment

### Part 1: Discussion of Stimulus Card (Karte A – Meinung 2)

The candidate does not clearly state which of the two contrasting opinions she is supporting but her introductory summary goes straight to the point of defending *Meinung 2*. She offers quite a wide range of succinct arguments for the necessity of cars and briefly develops most points by giving an example or reason. However, her summary is too long (1 min 30 seconds) and some of her valuable arguments could have been reserved for use in the discussion. Within the envisaged time limit of one minute, her line of defence focuses perhaps slightly too much on the personal convenience of cars rather than on whether public transport is a realistic alternative.

In the (naturally shortened) discussion the candidate tries hard to stand her ground but is generally short of ideas and lacks confidence to counter the examiner's arguments effectively. She sometimes has difficulty in finding appropriate vocabulary and in constructing coherent phrases spontaneously and thus is regularly prevented from finishing a line of thought and from expressing her views with lucidity. Even comparatively straightforward points raised by the examiner like the improvement of cycle paths and public transport in general elicit rather tentative reactions from the candidate; being confronted with more unexpected concepts like *Ölkrise* and *City Maut* she really struggles to formulate meaningful answers and sometimes resorts to simply agreeing with the examiner.

### Part 2: Conversation

*Cultural Topics: a. F. Dürrenmatt, Der Besuch der alten Dame*

*b. A. Goes, Das Brandopfer*

### Fluency

The candidate usually starts her answers promptly but her pace of delivery is rather uneven. When she is allowed to narrate content and can rely on some pre-learned material her contributions are delivered more fluently. Nevertheless, throughout the conversation and especially during the second topic the candidate generally appears rather insecure and speaks in an increasingly halting manner.

### Interaction

The candidate has good knowledge of the content and main themes of Dürrenmatt's play and is also able to convey some background information about the author and the genesis of the drama. She freely offers her not entirely positive reaction to the work although her observations tend to be quite superficial, sometimes repetitive or even contradictory. Despite her efforts to recall suitable pre-learned phrases she does not always succeed in expressing her ideas clearly. She occasionally tries to take the initiative and to expand her answers but because of gaps in her vocabulary and grammatical knowledge she is often not able to develop her points satisfactorily and spontaneously.

The candidate has a more favourable opinion of *Das Brandopfer* and makes some valiant attempts to describe the themes, motives and characters in some detail. However, she spends too much time on rather long-winded narration of the plot and has considerable difficulties in talking about the work in a coherent way, thus preventing her from being a confident partner in this part of the conversation.

### Pronunciation / Intonation

The candidate can just be credited with a mark of 4 as her pronunciation is clear and on the whole demonstrates good awareness of German sounds. There are some weaknesses with *v*, *z* and *st/sp* consonants (*vers-tehe*, *Beis-piel*) as well as some less than perfectly formed *Umlaute* but individual mispronunciations are rare (*Pfarrer*, *Geschichte*, *Theater*). Her intonation is closer to English than to German and also suffers because of hesitations.

### Grammar

The candidate attempts a reasonable range of structures. She has good awareness of word order in subordinate and infinitive clauses and usually manages verb/subject inversion and modal verb structures with a fairly high degree of accuracy. But there are consistent weaknesses in very basic

syntax, with verb endings, the use of tenses and appropriate use of prepositions (*bei Auto*). As the candidate becomes quite flustered during the later part of the conversation and is not able to fall back on pre-learnt phrases she repeatedly struggles with her sentence structure.

The candidate possesses adequate lexical range relating to the topics, but a more spontaneous and fruitful participation in the exchange with the examiner is made difficult because of lack of appropriate vocabulary. Despite her linguistic shortcomings communication is only occasionally impeded.

Part 1		Part 2 Conversation			Knowledge of Grammar AO 3	Total
Response to Stimulus	Discussion & Challenges	Fluency	Interaction	Pronunciation & Intonation		
4	5	3	7	4	7	30

## Comment on conduct

### Part 1

- ✓ At the start of the test, the examiner clearly indicates the chosen card and asks the candidate which statement she is supporting.
- She allows the candidate's initial outline to go on for too long.
- ✓ To start the discussion, the examiner picks up on points from the candidate's presentation.
- Her first counter-argument could have focussed on just one point (*Radwege*) to elicit a response on this issue rather than mentioning cycling and public transport in one sentence.
- ✓ The examiner tries to develop the discussion on the basis of what the candidate says.
- ✓ She makes appropriate use of the 'Notes for Examiners'.
- ✓ The candidate is always given enough time to finish her reply.
- ✓ When the candidate struggles to give her opinions on *City-Maut*, the examiner changes to an 'easier' personal question.
- ✓ Her challenges are always non-threatening.
- ✓ She finishes the discussion on a note of agreement.
- ✓ She concludes this part after approximately 5 minutes.

### Part 2

- ✓ The examiner asks about the candidate's general opinion on the studied works.
- ✓ She does not interrupt when the candidate becomes hesitant.
- ✓ She makes a smooth transition to the second topic.
- ✓ The candidate is given opportunities to explain the main themes of the works.
- The examiner could have directly followed up more often on the candidate's responses e.g. asking for reasons, inviting examples.
- At times, she allows the candidate to give quite lengthy narratives of the story-lines without developing some important aspects further.
- She could have focussed to a greater extent on the candidate's evaluation of characters, motives etc.
- The candidate is never challenged.
- ✓ The examiner asks concise and mainly open-ended questions.
- ✓ She devotes roughly equal time to each topic and ends the test after approximately 10 minutes.

# Candidate B

## Comments on Assessment

### Part 1: Discussion of Stimulus (Karte D – Meinung 1)

The candidate's initial outline is very brief (30 seconds) and does not really focus on the content of the chosen statement. Mentioning environmental and economical benefits of nuclear power may be of relevance for the debate but the candidate fails to adequately explain and develop these and any other points during his short presentation.

In the discussion, the candidate clearly relishes the opportunity to be an advocate for nuclear power. In his preparation time, he may have thought in detail about possible arguments against his stance and subsequently copes with virtually all the challenges from the examiner. He uses some standard, pre-learned phrases (*Kritiker sagen; ich halte es nicht für realistisch*) while reacting spontaneously and sometimes with humour to the examiner's objections; he is even able to refer to current events in the news to underpin his viewpoint. His ideas about the storage of nuclear waste may not be delivered with absolute clarity and he contradicts himself slightly regarding health risks but overall he proves to be an equal and eloquent partner in the debate.

### Part 2:

*Cultural topics: a. F. Dürrenmatt, Das Versprechen  
b. Henckel v. Donnersmarck, Das Leben der Anderen*

### Fluency

The candidate is prompt to answer. He speaks with confidence and generally at a natural (sometimes quite fast) speed. Hesitations occur but they are mainly due to the candidate working out his line of thought rather than because he needs to search for the necessary vocabulary.

### Interaction

The candidate is keen to enter into a discussion about the contents and merits of the two works. He gives meaningful, extended answers which often show initiative and demonstrate his ability to think and react spontaneously. At various times during the conversation, he selects and quotes parts of the storylines in order to illustrate wider points such as the author's/director's intentions, the motivation and development of the main characters or his interpretation of the film's title. His views and opinions are usually expressed in a thoughtful way proving not only a thorough understanding of the works studied but also his individual approach to the book and the film.

### Pronunciation/Intonation

The candidate's pronunciation contains no conspicuous and persistent weaknesses. *Umlaute* are not always perfectly formed but German consonants are mostly well produced and his intonation is natural and spontaneous.

### Knowledge of Grammar

The candidate is a confident speaker of German and has acquired a very satisfactory level of proficiency. Complex structures and a variety of tenses (including subjunctive forms and the perfect passive) are produced frequently, appropriately and mostly accurately. Errors with syntax occur only sporadically and despite a few lexical weaknesses (*Konzern* for *Sorge*, *begründen* for *verursachen*, *nach* for *nachdem*) the candidate's wide knowledge of sophisticated vocabulary enable him to express and develop his ideas clearly.

Part 1		Part 2 Conversation			Knowledge of Grammar AO3	Total
Response to Stimulus	Discussion & Challenges	Fluency	Interaction	Pronunciation & Intonation		
2	9	5	10	5	14	45

## Comment on conduct

### Part 1

- ✓ The examiner establishes which card and statement the candidate has chosen to support.
- ✓ She achieves a seamless start to the discussion by picking up the candidate's last statement in his initial outline.
- ✓ The examiner never interrupts the candidate and challenges him in a friendly and non-threatening way.
- ✓ Her prompts, questions and challenges are brief and to the point.
- ✓ She uses and re-phrases some of the suggested notes for examiners appropriately in order to move the debate on.
- ✓ She generally develops the discussion from the candidate's contributions (e.g. *Mülllagerung*).
- ✓ She appears to be genuinely interested in the candidate's opinions and signals agreement when appropriate.
- ✓ She concludes the discussion in a light-hearted manner.

This part of the test lasts 5 ½ minutes.

### Part 2:

- ✓ Throughout the conversation, the examiner avoids questions about the content of the film and book in favour of questions that require interpretative answers.
- ✓ She regularly follows up on the candidate's responses by asking for reasons and examples.
- ✓ The candidate is given frequent opportunities to express his opinions.
- ✓ The examiner's sequence of questions often leads to a natural development of points.
  - Occasionally, the examiner does not allow the candidate to complete his sentence.
- ✓ She challenges the candidate at appropriate times.
- ✓ She uses brief and mainly open-ended questions.
- ✓ More or less equal time is devoted to each topic.
- ✓ The test finishes after approximately 15 minutes.

## Unit 4 Suggested Starter Questions on Cultural Topics

### Unit 4 Suggested Questions on Cultural topics

#### A target language-speaking region / community

- Beschreiben Sie die Landschaft der Region / die Architektur des Ortes.
- Welche wirtschaftliche / geschichtliche / kulturelle Bedeutung hat die Region / der Ort?
- Wie hat sich die Region / der Ort in den letzten 20 Jahren verändert?
- Was wissen Sie über Sitten und Gebräuche / die Menschen / die Sprache in dieser Region / in diesem Ort? Wie haben sie sich verändert?
- Wie sehen Sie die Entwicklung dieser Region / dieses Ortes in der Zukunft?
- Glauben Sie, **dass Sie ---in --- (erase this) gern in dieser Region** / in diesem Ort leben / arbeiten / studieren / Urlaub machen würden? Warum (nicht?)

#### A period of 20th century history from a target language-speaking country / community

- Was waren Ihrer Meinung nach die wichtigsten Ereignisse in dieser Zeit?
- Welche Ursachen und Folgen hatten diese Ereignisse?
- Welche wichtigen Persönlichkeiten haben in dieser Zeit gelebt und welchen Einfluss haben sie ausgeübt?
- Welche Bedeutung hat diese Zeit für uns heute noch?
- Wie stellen Sie sich das Leben der Menschen in dieser Zeit vor?
- Was hätten Sie wohl gemacht, wenn Sie in dieser Zeit gelebt hätten?

#### A novelist / short story writer from the target language-speaking country / community

- Mit welcher Person in diesem Roman können Sie sich am meisten identifizieren ? Warum?
- Was wollte Ihrer Meinung nach der Autor dem Leser sagen?
- Was sind Ihrer Meinung nach die Motive / Absichten / Ziele von (Name)?
- Würden Sie noch andere Werke dieses Autors lesen? Warum (nicht)?
- Wie verstehen Sie den Titel des Romans?
- Inwiefern ist dieser Roman für die heutige Zeit noch relevant?
- Was war Ihre erste Reaktion auf den Roman?
- Wie fanden Sie die Sprache in diesem Roman?

#### A dramatist or poet from the target language speaking country / community

- Mit welcher Person in diesem Drama können Sie sich am meisten identifizieren ? Warum?
- Was wollte Ihrer Meinung nach der Autor dem Zuschauer sagen?
- Was sind Ihrer Meinung nach die Motive / Absichten / Ziele von (Name)?
- Würden Sie noch andere Werke dieses Autors lesen? Warum (nicht)?
- Wie verstehen Sie den Titel des Stückes?
- Inwiefern ist dieses Stück für die heutige Zeit noch relevant?
- Was war Ihre erste Reaktion auf das Drama?
- Wie fanden Sie die Sprache in diesem Stück?



### **A director, architect, musician or painter from the target language speaking country**

- Was wissen Sie über das Leben von.....?
- Warum haben Sie ..... gewählt?
- Was ist Ihrer Meinung nach das Charakteristische an seinem/ihrer Werk?
- Welche(s) seiner / ihrer Werke haben Sie gesehen / gehört? Wie hat es (haben sie) Ihnen gefallen?
- Welchen wichtigen Beitrag zum Bereich der Musik / Kunst / Architektur / des Theaters / Films etc. hat er/sie Ihrer Meinung nach geleistet?
- Inwiefern spiegelt sein/ihr Werk die Zeit wider, in der er/sie lebt /gelebt hat?

# UNIT 4 MFL SPEAKING EXAMINATION SUMMER 20 10



**STMS**

## Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

**Visiting Examiner option** - Centre to complete boxes 1, 2, 3 & 6 only

**Centre Conducted option** - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:		1. Language: (e.g. Spanish)  <b>GERMAN</b>		Unit Code: (e.g. SPA4T or SPA4V) <b>GG24V</b>							
2.	3.	4. Part 1	5. Part 1		6.	7. Part 2 - Conversation			8.	9.	
Candidate Number	Candidate Name	Stimulus Card Letter	Response to Material	Response to Challenges	Part 2 – Cultural Topics studied	Fluency	Interaction	Pronunciation/ Intonation	Grammar overall	Total	
			Max. 5	Max. 10		Max. 5	Max. 10	Max. 5			Max. 15
81	<b>CANDIDATE A</b>	<b>A</b>			Topic 1: <b>Dürrenmatt Der Besuch der alten Dame</b>						
For Office use only					Topic 2: <b>"Das Brandopfer" by Albrecht Goes</b>						

Name of Teacher-Examiner.....(please print)      Name of AQA Examiner.....(please print)

*Partially completed form to be given to Visiting Examiner (Visiting Examiner option)  
Partially completed form to be sent to AQA Examiner (Centre Conducted option)*

# UNIT 4 MFL SPEAKING EXAMINATION SUMMER 20\_\_



**STMS**

Marking Schedule for Centre Conducted/Visiting Examiner Speaking Test

*Visiting Examiner option* - Centre to complete boxes 1, 2, 3 & 6 only

*Centre Conducted option* - Centre to complete boxes 1, 2, 3, 4 and 6 only and name of Teacher-Examiner (NO MARKS TO BE ENTERED BY CENTRE)

Centre No:	1. Language: (e.g. Spanish) <b>GERMAN</b> Unit Code: (e.g. SPA4T or SPA4V) <b>GER 4V</b>										
2.	3. Candidate Name	4. Part 1 Stimulus Card Letter	5. Part 1 Response to Material Max. 5	5. Part 1 Response to Challenges Max. 10	6. Part 2 - Cultural Topics studied  Topic 1: <b>Das Versprechen</b>  Topic 2: <b>Das Leben der anderen</b>	7. Part 2 - Conversation Fluency Max. 5		Interaction Max. 10	Pronunciation/Intonation Max. 5	8. Grammar overall Max. 15	9. Total Max. 50
For Office use only	Candidate Name: <b>CANDIDATE B</b> Stimulus Card Letter: <b>D</b>										

Name of Teacher-Examiner.....(please print)      Name of AQA Examiner.....(please print)

**Partially completed form to be given to Visiting Examiner (Visiting Examiner option)**

**Partially completed form to be sent to AQA Examiner (Centre Conducted option)**

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## Unit 3

- Environment
  - Pollution
  - Energy
  - Protecting the planet
- The Multicultural Society
  - Immigration
  - Integration
  - Racism
- Contemporary Social Issues
  - Wealth and poverty
  - Law and order
  - Impact of scientific and technological progress

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## Unit 4 Cultural Topics

- A target language-speaking region / community
- A period of 20th century history from a target language-speaking country / community
- An author from a target language-speaking country / community
- A dramatist / poet from a target language-speaking country / community
- A director / architect / musician / painter from a target language-speaking country / community

## Extract from Instructions for Conduct – Unit 4

### *Part 1 – Discussion of a Stimulus Card*

Each candidate should be given two stimulus cards from a set of six cards according to the sequence list provided in paragraph 28. All cards are based on aspects of the three topics prescribed for A2, ie Environment, the Multicultural Society and Contemporary Issues. Two cards will be set on each topic, each card covering a different sub-topic.

Candidates should prepare **one** of these stimulus cards during the 20 minutes preparation period, choosing one of the two opinions expressed on their chosen card. They will be required to present this opinion for no more than one minute and then justify and defend it. Candidates can make notes on an Additional Answer Sheet during their preparation time which can be taken into the examination room and referred to during this part of the test. The *Examiner's Material* supplied by AQA will contain a number of suggested points in the target language which may be used by the teacher-examiner during the discussion. These points are suggestions to assist the teacher-examiner in his/her preparation. They are not prescriptive and teacher-examiners may wish to add their own points to those provided.

**This part of the test must last no more than five minutes.**

At the end of Part 1, the candidate must hand the stimulus card and his/her notes to the examiner.

### *Part 2 – Conversation*

The teacher-examiner will encourage a conversation on the two Cultural Topics studied by the candidate during the A2 course. Approximately five minutes should be spent discussing each Cultural Topic. Candidates will not be permitted to use any notes or visual material during this part of the test. They are not permitted to have a prompt card.

Teacher-examiners will follow up candidates' responses, giving them the opportunity to develop ideas and respond spontaneously. This will allow them to access the higher mark bands for Interaction. Candidates should be advised that they will not be permitted to deliver lengthy sections of pre-learnt material and attempts to do so will have an adverse effect on their marks for Interaction.

Teacher-examiners should react to what the candidate says, rather than relying on a pre-prepared list of questions. There may be some overlap of starter questions from one candidate to another but following these with attentive and responsive questioning will avoid the same conversation being repeated from one candidate to the next.

**This part of the test should last no more than 10 minutes.**

## How to challenge in a non-threatening way

After the candidate has had the opportunity to outline her/his arguments in defence of the chosen opinion in the first minute of the test in Part 1, the teacher-examiner's role is to "challenge" the candidate to develop points made in the initial outline of arguments.

Challenge at A2 has acquired something of an association with "playing devil's advocate" but this clarification seeks to extend the nature of challenge beyond that. While it would be entirely appropriate for **some** element of this type of challenge to be present in the exchanges, it would be stressful for both teacher-examiner and candidate if this were to be sustained throughout the four minutes of discussion.

### **Challenges that invite the candidate to develop points could include:**

You said "x" – what exactly do you mean?

You said "x" – can you give me some examples?

You said "x" – is that always the case, do you think?

You said we need to do something – what exactly do we need to do?

You seem to be suggesting "x" – can you really justify that?

Is it really that simple?

Why do you think "x": what about the view that ...?

What would you say to those who claim that ...?

Some people think differently: can you understand their point of view?

Do you not agree with them?

Do you think your views are fairly typical of young people's opinions on this?

Is this something you've discussed with friends ... what do they think?

Is this something you've discussed with parents ... what do they think?

What has influenced your views on this issue?

Do you think we need to be better informed about this question? How could we do that?

You seem to be blaming "x": are they the only ones responsible?