



GCE Conduct of Speaking Test Training Meetings

GCE German (2660) Unit 4

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BOOKLET 2

Autumn 2011

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**

Centre Number:

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(please circle as appropriate)

Part 1: Discussion of stimulus card AO2 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 AO1 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 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
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.			

PART 1	
Response /5	Challenges /10

PART 2		
Fluency /5	Interaction /10	Pronunciation/Intonation /5

AO3 Overall
/15

TOTAL	/50
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KARTE C	
Topic	CONTEMPORARY SOCIAL ISSUES
Sub-topic	Wealth and poverty

- 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.



Finanzielle Hilfe für Entwicklungsländer?

Meinung 1

In vielen Entwicklungsländern werden die Probleme hauptsächlich durch eine korrupte und undemokratische Regierung verursacht. Diese Länder sollten von uns keine finanzielle Hilfe erhalten.

Meinung 2

In allen armen Ländern verdienen Menschen, die Not leiden, die Unterstützung durch reiche Länder. Humanitäre Hilfe und Politik haben nichts miteinander zu tun!

Notes for Examiners

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

- Moralische Pflicht der Hilfeleistung für Not leidende Menschen überall
- Wenige Möglichkeiten, auf Regierungen fremder Länder Einfluss zu nehmen
- Demokratisierung vor allem durch mehr Wohlstand erreichbar
- Beispiele von korrupten Systemen auch in industrialisierten Ländern

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

- Unnötige Verschwendung von Geldern und Hilfsmitteln
- Wachsende Spenden-Unwilligkeit in unserer Gesellschaft
- Finanzielle Sanktionen als eines der wenigen Mittel, positive Veränderungen herbeizuführen
- Probleme im eigenen Land an erster Stelle

Turn over ►

KARTE E	
Topic	THE MULTICULTURAL SOCIETY
Sub-topic	Immigration

- 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.



Tolerieren oder deportieren?

Meinung 1

Illegale Einwanderer haben kein Recht, in unserem Land zu bleiben. Alle Ausländer, die illegal eingereist sind, sollten ganz schnell in ihr Herkunftsland deportiert werden.

Meinung 2

Auch illegale Immigranten sollten eine Chance auf ein besseres Leben bekommen. Es ist inhuman, sie einfach in ihr Heimatland zurückzuschicken.

Notes for Examiners

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

- Lebensgefährliche Lage in vielen Herkunftsländern
- Organisatorische und legale Hindernisse, die Abschiebung von Immigranten schnell durchzuführen
- Pflicht der Humanität gegenüber Not leidenden und verfolgten Menschen
- Willkommene und nützliche Arbeitskraft vieler Immigranten

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

- Unerträgliche finanzielle Belastung für Einwanderungsländer
- Keine Toleranz gegenüber organisiertem Schmuggel von Menschen
- Priorität für echte Asylbewerber
- Kein Verständnis im Gastland für Wirtschaftsflüchtlinge

Turn over ►

Student 1

Commentary

Part 1

Karte C

Response to stimulus

The candidate's initial outline in favour of *Meinung 2* is very brief (38 sec) and consequently contains only very few general points. She expresses clear and relevant opinions and supports them with valid reasons.

Discussion

The examiner's questions are generally more searching than challenging but the candidate is required to respond to some demanding questions. She expresses her ideas and views about giving aid to needy countries with full and thoughtful answers and copes well when asked about the difficult issue of influencing and interfering with other countries' political affairs.

Part 2: Conversation on Cultural Topics (Das Leben der Anderen; Das Versprechen)

Fluency

The candidate's pace of delivery is fairly steady. She regularly has to stop to think about her ideas and to recall memorised phrases but the pauses do not on the whole interfere with the flow of expression.

Interaction

The candidate can talk meaningfully and extensively about the two works she studied. She frequently uses material she has prepared and memorised but her contributions never feel over-rehearsed. Her extended answers are relevant and she also reacts well to more unpredicted questions.

Pronunciation/Intonation

The candidate's pronunciation contains no major weaknesses and she achieves quite natural intonation. There is nevertheless a detectable English accent affecting some consonants (mainly / and r) and vowels (e.g. *är* for *er*)

Grammar

The candidate's range of vocabulary and structures is above average and lacks sophistication and idiomatic expression. She can communicate with confidence and clarity on all topics under discussion. She has very few problems with word order in basic structures and uses complex sentence structures including relative clauses and subjunctive expressions with fairly consistent accuracy. There are a few weaknesses with verb/subject agreement and modal verb phrases but these do not impact unduly on a generally strong performance.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus material	In the face of challenges by the examiner	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
3/5	9/10	4/5	9/10	4/5	12/15	41/50

Comments on conduct

Part 1

- At the beginning, the examiner does not establish clearly which *Meinung* the candidate has chosen to support.
- ✓ He effectively combines questions of a searching nature with direct challenges.
- ✓ He develops the debate from the candidate's responses (e.g. *Welche Kriterien?*).
- ✓ The exchange is conducted in a friendly and calm manner.
- ✓ The examiner's questions and prompts are brief, clear and efficient.
- ✓ At the end of the discussion, the examiner collects the stimulus card and candidate's notes.
- ✓ This part ends just short of 5 minutes.

Part 2

- ✓ At the beginning of each Cultural Topic, the examiner refrains from asking the candidate about the content of the work.
- ✓ He asks suitable follow-up questions to enable the candidate to develop points.
- ✓ He pursues the question about interpreting the title of the film (*Inwiefern ist das Leben anders?*) and thus gives the candidates another opportunity to explain this point in a relevant way.
- ✓ He generally focuses the conversation on the evaluation of characters and the candidate's views rather than on plots and events.
- ✓ His questions and prompts are varied and present the candidate with many opportunities to show her knowledge, to express opinions and to react with spontaneity (e.g. *Hätte er das Versprechen besser nicht gegeben?*).
- He missed some opportunities to challenge the candidate's views.
- ✓ His manner of questioning is calm and friendly.
- ✓ His questions and prompts are brief and to the point.
- ✓ He does not rush the candidate when she becomes more hesitant.
- The discussion of the first topic lasts for over 6 minutes; the entire test overruns by approximately 1 ½ minutes.

Student 2

Commentary

Part 1

Karte E

Response to stimulus

In her presentation, the candidate mentions very few valid points in connection with her chosen statement (*Meinung 2*). She makes no mention of the actual issue of illegal immigration. Her overlong piece (1 min 42 sec) lacks overall cohesion and in the second half contains quite a lot of irrelevant material (with reference to the Japanese earthquake).

Discussion

During the discussion, the candidate sometimes struggles to explain her ideas clearly. Her lack of insight into the issue and some problems with vocabulary prevent a consistently meaningful participation in the debate. Misinterpretations of some of the examiner's questions lead to some contradictions in her contributions (e.g. *Einwanderungsländer*), she occasionally repeats herself and regularly seems to fall back on 'safe', pre-learnt statements.

Part 2: Conversation on Cultural Topics (Der Vorleser; Film: Der Untergang)

Fluency

The candidate's pace of delivery is generally quite laborious and at times becomes more hesitant as she tries to recall vocabulary and phrases. Nevertheless, the flow of information is not badly affected.

Interaction

The candidate is well-prepared for the discussion of both topics and generally makes good use of pre-learnt materials. Her answers are mostly relevant and contain some valid reasoning (e.g. *menschliche Seite von Hitler*). Occasionally, the clarity of her contributions is reduced by her choice of vocabulary (*ihre gleichaltrige Menschen, Themen fördern, zu Schulden haben, schlechte Tatsachen vergehen*). The examiner's questioning allows her to express her opinions frequently and she is sometimes able to take the initiative in developing her answers.

Pronunciation/Intonation

The candidate speaks with a fairly typical English accent. While she has no problems with the German *ch* there are consistent weaknesses with *r* and *z* consonants (*Seite/Zeit*); some vowels and diphthongs are often not well-formed (*e, ü, au*). Individual mispronunciations are rare (*Sonn* for *Sohn, Grauel* *taten*). Her intonation is quite monotonous and also affected by her hesitations.

Grammar

The candidate's ability to communicate is sometimes curbed by limitations and errors in the use of appropriate vocabulary. Confusion in her choice of words such as *Verhandlung/Behandlung, fördert/führt, begehen/Vergehen, Schuld/beschuldigen* can slightly impede immediate comprehension but otherwise the candidate's command of grammar is of a good standard. There are few inaccuracies in basic word order; verbs in the present and past tense, modal verb phrases and brief infinitive clauses are generally handled well. The candidate frequently uses a variety of subordinate clauses and does so with a high degree of accuracy. She also makes some creditable if unsuccessful attempts at difficult subjunctive and conditional phrases.

Part 1 (AO2)		Part 2 Conversation (AO1)			Grammar (AO3)	Total
In response to the stimulus material	In the face of challenges by the examiner	Fluency	Interaction	Pronunciation and Intonation	Knowledge of Grammar (overall)	
2/5	6/10	3/5	8/10	3/5	11/15	33//50

Comments on conduct

Part 1

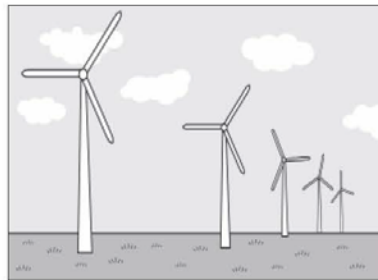
- ✓ At the beginning, the examiner clearly announces the letter of the stimulus card. The candidate then declares which *Meinung* she wants to support.
- The examiner interrupts the candidate's overlong presentation too late - after approximately 1 ½ minutes.
- ✓ She presents opportunities for the development of points through suitable follow-up questions.
- She does not take the opportunity to focus the candidate on the issue of '*Illegale Einwanderung*'.
- ✓ She re-phrases the misunderstood proposition about '*Belastung für Einwanderungsländer*' to give the candidate another chance to talk about this point.
- ✓ She does not dwell on points where the candidate struggled to give a meaningful answer (*Konflikte?*).
- ✓ Her challenges are non-threatening.
- ✓ She gives the candidate enough time to complete her answers.
- This part is too long – almost 7 minutes.

Part 2

- ✓ The examiner focuses the discussion on the evaluation of themes, characters etc. rather than content (e.g. the opening question on the film).
- ✓ She aims to develop the conversation from the candidate's responses (e.g. *Hat Michael genug getan?*)
- ✓ She does not ask similar or identical questions about the book and the film.
- ✓ She follows up the candidate's answers asking for reasons and justifications.
- ✓ She allows the candidate to express her views on the works studied.
- ✓ Her questions are clear and brief.
- She misses some opportunities to challenge the candidate.
- Due to the mismanagement of timing in Part 1, the discussion of the film lasts for only just over 4 minutes.

KARTE D	
Topic	ENVIRONMENT
Sub-topic	Energy

- 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.



Energie der Zukunft

Meinung 1

Nur durch die Nutzung von erneuerbaren Energiequellen wird es uns möglich sein, den Klimawandel aufzuhalten. Große Investitionen in solche Energieformen sind deshalb unbedingt nötig.

Meinung 2

Erneuerbare Energien können unseren steigenden Energiebedarf in der Zukunft nicht decken. Wir müssen akzeptieren, dass wir noch lange von fossilen Brennstoffen abhängig sein werden.

Notes for Examiners

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 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 11**



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) GERMAN		5. Part 1 Response to Material Max. 5		6. Part 2 - Cultural Topics studied		7. Part 2 - Conversation		8.		9.	
Candidate Name		4. Part 1 Stimulus Card Letter		Response to Challenges Max. 10		Part 2 - Cultural Topics studied		Fluency Max. 5		Interaction Max. 10		Pronunciation/ Intonation Max. 5	
Candidate Number		STUDENT 1		C		Topic 1: FILM 'Das Leben der anderen'							
For Office use only						Topic 2: NOVEL 'Das Versprechen'							
												Total Max. 50	

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)*



STMS

**UNIT 4 MFL SPEAKING EXAMINATION
SUMMER 20 11**

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)

2. Candidate Number	3. Candidate Name	1. Language: (e.g. Spanish)		4. Part 1		5. Part 1		6. Part 2 – Cultural Topics studied	7. Part 2 – Conversation		8. Grammar overall Max. 15	9. Total Max. 50
		Unit Code: (e.g. SPA4T or SPA4V)	Stimulus Card Letter	Response to Material Max. 5	Response to Challenges Max. 10	Fluency Max. 5	Interaction Max. 10		Pronunciation/Intonation Max. 5			
	STUDENT 2	GERMAN	E					Part 2 – Cultural Topics studied Topic 1: DER VORLESER SCHULIC Topic 2: DER UNTERGANG FILM				
For Office use only												

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)

A2 Topic Lists



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

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

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?