

Advanced Subsidiary GCE

F711

GERMAN

Unit F711: German Speaking 1

Examiner's Booklet

Time: 15 minutes

Additional Materials: None



EXAMINER'S BOOKLET

These materials are confidential and must be kept under secure conditions until a maximum of three working days before the Centre's set date of the examination.

This document consists of 14 printed pages and 2 blank pages.

RANDOMISATION SHEET

Candidates must be given the Role-Play cards in the following sequence. Centres with more than 20 candidates should repeat the sequence.

| Candidate | Sheet |
|-----------|-------|
| 1 | A |
| 2 | A |
| 3 | C |
| 4 | C |
| 5 | B |
| 6 | B |
| 7 | A |
| 8 | A |
| 9 | B |
| 10 | B |
| 11 | C |
| 12 | C |
| 13 | B |
| 14 | B |
| 15 | A |
| 16 | A |
| 17 | C |
| 18 | C |
| 19 | B |
| 20 | B |

Advanced Subsidiary GCE

F711

GERMAN

Unit F711: German Speaking 1

Role Play A

Time: 15 minutes

Additional Materials: None



This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INSTRUCTIONS TO CANDIDATES

You should use the time available to study the instructions overleaf. You may make notes on this sheet, which you should take into the examination room with you.

When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to discuss with the examiner a topic or text which you have prepared during the course. The topic should relate to Germany or a German-speaking country.

You may not use a dictionary.

This document consists of 4 printed pages.

ROLE-PLAY A – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

Die Situation

Sie wohnen am Stadtrand von Manchester. Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin besucht Sie in den Osterferien.

Die Aufgabe

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) will einen Ausflug machen. Er/sie bittet Sie um Vorschläge. Mit Hilfe der Broschüre erklären Sie *‘Manchester Magic’*.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 was für einen Ausflug er/sie will**
- 2 ob er/sie besondere Interessen hat**

Sie schlagen einen Museen- oder Galerienbesuch in der Stadtmitte vor. Sie müssen erklären:

- die Gründe, warum man die Museen und Galerien besuchen sollte
- das Museum der Industrie und Wissenschaft
- das „Manchester Museum“
- die Kunstgalerie
- wie man von einer Attraktion zur anderen kommt
- die Öffnungszeiten

Im Laufe des Gesprächs besprechen Sie auch:

- in welcher Reihenfolge man die Attraktionen besuchen sollte
- welche Attraktion Sie am besten mögen

Ein paar Hilfovokabeln:

displays - Ausstellungen

cotton - Baumwolle

Egypt - Ägypten

dinosaurs - Dinosaurier

extension - der Anbau

MANCHESTER MAGIC

There are three great reasons for visiting Manchester city centre with its famous museums and galleries. And admission to all three is free.

- **The Museum of Science and Industry** is to be found in the buildings of the world's oldest railway station. Interactive displays and working cotton machinery from the 19th century tell the story of industrial Manchester.
- **The Manchester Museum** is one of the country's finest university museums with thousands of objects from all over the world. Visitors of all ages can discover the history of ancient Egypt, learn about dinosaurs and find out about the human body.
- **The Art Gallery** has reopened after a £35 million transformation. Visitors can see the city's superb art collection in the magnificent new extension. Improved facilities include two cafés and a large shop.

Just a short walk from one to the other. Open daily 10-5.



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ROLE-PLAY A – EXAMINER'S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the task develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate's sheet. You are the candidate's German penfriend. It is the Easter holidays and you are visiting him/her on the outskirts of Manchester. You want to go on an excursion and ask him/her for suggestions.

The Task

You begin the task as follows:

„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in den Osterferien am Stadtrand von Manchester. Ich möchte einen Ausflug machen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate's questions you answer:

- 1 the weather is bad, you want to see something inside
- 2 you'd like something cultural. Ask the candidate for suggestions.

During the discussion you comment and ask questions to find out the following information:

- **what reasons there are for visiting the city centre**
(How many museums/galleries are there? How expensive are they?)
- **what the Museum of Science and Industry is**
(Where is it? What can one do and see?)
- **what the Manchester Museum is**
(Is this a museum for young and old? What can one learn about?)
- **what the Art Gallery is**
(Where is it housed? What facilities are there?)
- **how to get from one attraction to the other**
- **opening times**

During the conversation you will also discuss:

- **in what order to do all three attractions**
- **which attraction the candidate prefers**

Advanced Subsidiary GCE

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GERMAN

Unit F711: German Speaking 1

Role Play B

Time: 15 minutes

Additional Materials: None



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You may not use a dictionary.

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ROLE-PLAY B – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

Die Situation

Sie wohnen in Manchester. Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin besucht Sie in den Osterferien.

Die Aufgabe

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) möchte einen Ausflug machen. Er/sie bittet Sie um Vorschläge. Mit Hilfe der Broschüre erklären Sie das *‘Imperial War Museum North’*.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1** wann er/sie den Ausflug machen möchte
- 2** was für einen Ausflug er/sie will

Sie schlagen einen Ausflug zum „Imperial War Museum North“ vor. Sie müssen erklären:

- die Rolle des Kriegsmuseums
- die Struktur des Gebäudes
- die *Air Shard*
- die *Earth Shard*
- die *Water Shard*

Im Laufe des Gesprächs besprechen Sie auch:

- was man nach dem Besuch machen könnte
- welchen Teil des Museums Sie am besten mögen

Ein paar Hilfovokabeln:

destroy - zerstören
tower - der Turm
exhibition - die Ausstellung
show - die Vorstellung
ponder - nachdenken über

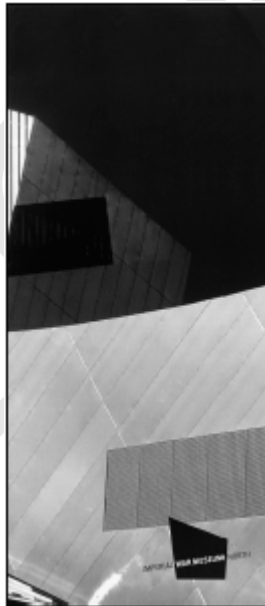
THE IMPERIAL WAR MUSEUM NORTH, MANCHESTER

The *Imperial War Museum North** tells the story of war from 1900 to the present day. This Museum shows the way war has destroyed our world.

The unusual building, by the famous architect Daniel Libeskind, is in three sections, representing war in the air, on land and on sea.

- You enter the building through the *Air Shard**, a 55-metre high tower. Then you take the lift to the top, from where you have a magnificent view of the city.
- The main area of the museum is the *Earth Shard**. The shop and information point are on the ground floor and the main exhibition is on the first floor. There is an audio-visual show every hour lasting 15 minutes.
- The *Water Shard** has the canal side restaurant where you can relax with a snack or meal and ponder what you have just seen in the museum.

*English names accepted



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ROLE-PLAY B – EXAMINER’S SHEET

Note to Examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the task develops will of course vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate’s sheet. You are the candidate’s German penfriend. It is the Easter holidays and you are visiting him/her in Manchester. You want to go on an excursion and ask him/her for suggestions.

Task

You begin the task as follows:

„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in den Osterferien in Manchester. Ich möchte einen Ausflug machen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 tomorrow, perhaps
- 2 you’re interested in history. Ask the candidate for suggestions.

During the discussion you comment and ask questions to find out the following information:

- **what the role of the museum is**
- **what the structure of the building is**
(Who designed it? What did he try to show?)
- **what the Air Shard is**
(How high is the tower? What can one see?)
- **what the Earth Shard is**
(Is it all on one floor? What is there to see?)
- **what the Water Shard is**
(Where is it? What sort of food is on offer?)

During the conversation you will also discuss:

- **what there is to do afterwards**
- **what might be the candidate’s favourite part of the museum**

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GERMAN

Unit F711: German Speaking 1

Role Play C

Time: 15 minutes

Additional Materials: None



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INSTRUCTIONS TO CANDIDATES

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When the test begins you will be asked:

- (i) to carry out the task described overleaf
- (ii) to discuss with the examiner a topic or text which you have prepared during the course. The topic should relate to Germany or a German-speaking country.

You may not use a dictionary.

This document consists of 4 printed pages.

ROLE-PLAY C – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s comments and questions.

Die Situation

Sie wohnen in Nottingham. Ihr deutscher Briefpartner/Ihre deutsche Briefpartnerin besucht Sie in den Sommerferien.

Die Aufgabe

Der Briefpartner/die Briefpartnerin (der Prüfer/die Prüferin) will ausgehen. Er/sie bittet Sie um Vorschläge. Mit Hilfe der Broschüre erklären Sie ‘*The Cornerhuse*’.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 wann er/sie ausgehen möchte**
- 2 was er/sie machen will**

Sie schlagen einen Besuch im *Cornerhouse* vor. Sie müssen erklären:

- wo und was das *Cornerhouse* ist
- das *Warner Village Cinema* und den *Cinema Store*
- das *Virgin Fitness-Studio*
- den Nachtclub *The Works*
- wo man essen kann
- wie man weitere Informationen finden kann

Im Laufe des Gesprächs besprechen Sie auch:

- welche Informationen die Webseite geben könnte
- was Sie am liebsten besuchen würden

Ein paar Hilfovokabeln:

entertainment venue - das Unterhaltungszentrum
screens - Leinwände
equipped with - ausgerüstet mit
sound facilities - die Tontechnik

THE CORNERHOUSE

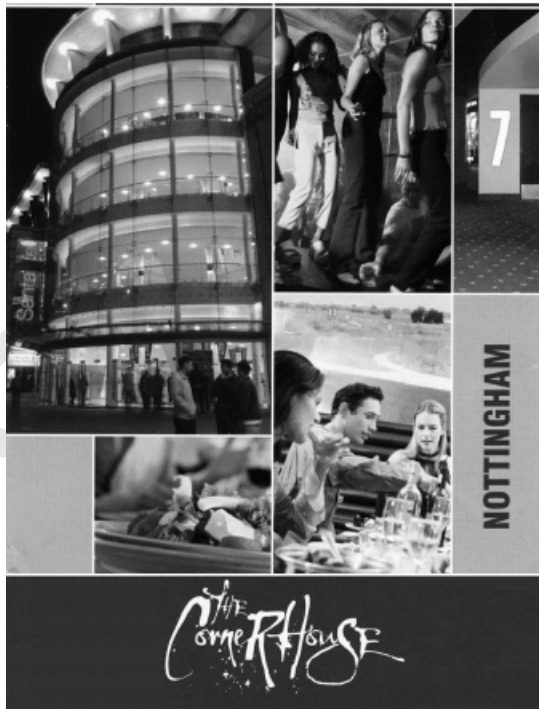
*The Cornerhouse**, right in the city centre, opposite the *Theatre Royal**, has it all! It's an important modern addition to Nottingham's architecture and is the perfect leisure and entertainment venue for everyone.

There is so much to see and do:

- *The Warner Village Cinema**, with 12 large screens and seating for 2500 people, is equipped with the latest sound facilities. It shows both mainstream and specialist films.
- *The Cinema Store** is a must for film fans, selling masses of movie memorabilia including books, videos and DVDs.
- *The Virgin Fitness-Studio** is where to lose those pounds, look good and get really fit.
- *The Works**, Nottingham's largest night club, has drinking, eating and dancing all under one roof. It's amazing!
- Choose from eleven different café/restaurants from traditional to Portuguese, from *Pizza Hut** to curry house, from American fast food to Japanese noodle bar.

Check out the website: www.cornerhouse.tv

*English names accepted



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ROLE-PLAY C – EXAMINER’S SHEET

Note to Examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the task develops will of course vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate’s sheet. You are the candidate’s German penfriend. It is the summer holidays and you are visiting him/her in Nottingham. You want to go out and ask him/her for suggestions.

Task

You begin the task as follows:

„Ich bin dein deutscher Briefpartner/deine deutsche Briefpartnerin. Ich besuche dich in den Sommerferien in Nottingham. Ich möchte ausgehen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 tomorrow
- 2 you’ve seen the sights of Nottingham, how about some entertainment? Ask the Candidate for suggestions.

During the discussion you comment and ask questions to find out the following information:

- **where and what the *Cornerhouse* is**
(What does it look like?)
- **the *Warner Village Cinema* and the *Cinema store***
(How many people does it seat? What sort of films are shown? What is on sale?)
- **the *Virgin Fitness-Studio***
(What does one do here?)
- **the night club *The Works***
(What sort of night club is it?)
- **where to eat**
(What possibilities are there?)
- **how to get further information**

During the conversation you will also discuss:

- **what information the website might have**
- **which part the candidate would most like to visit**

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SPECIMEN

The maximum mark for this paper is **60**.

SPECIMEN

| Section 1: Role-Play | | | |
|--|-----|----------|--------------|
| Answer | | | Marks |
| • Response to Examiner | AO1 | Grid B | [10] |
| • Use of stimulus | AO2 | Grid A | [15] |
| • Quality of Language (Accuracy) | AO3 | Grid C.1 | [5] |
| Section 1 Total | | | [30] |
| Section 2: Conversation | | | |
| Answer | | | Marks |
| • Ideas, opinions and relevance | AO1 | Grid D | [10] |
| • Fluency, spontaneity, responsiveness | AO1 | Grid E.1 | [10] |
| • Pronunciation and intonation | AO1 | Grid G | [5] |
| • Quality of Language (Accuracy) | AO3 | Grid C.1 | [5] |
| Section 2 Total | | | [30] |
| Paper Total | | | [60] |

Section 1: Role-Play

Grid A : Use of stimulus [10 marks]

| | |
|--------------|---|
| 0-2 | Little or no attempt to use the stimulus material. Supplies no relevant information or only one or two of the points. |
| 3-5 | Some attempt to use the stimulus material. Able to give some basic information. Successfully conveys about a quarter of the points. |
| 6-9 | Reasonable attempt to use the stimulus material. Successfully conveys about half of the points. |
| 10-12 | Good use of the stimulus material. Successfully conveys about three quarters of the points. |
| 13-15 | Full use of the stimulus material. Successfully conveys all or nearly all of the points. |

Grid B : Response to Examiner [10 marks]

| | |
|-------------|--|
| 0-2 | Has some difficulty in understanding and is hesitant in responding to many of the Examiner's questions and comments. Shows very little initiative or imagination. |
| 3-4 | May be hesitant in responding. Responses to the Examiner are brief and sometimes inadequate. Shows little initiative or imagination. |
| 5-6 | Responds satisfactorily to the Examiner. Produces some appropriate replies. Shows some initiative and imagination in developing answers but performance is inconsistent. |
| 7-8 | Responds readily, takes the initiative and is able to keep the momentum going. Shows imagination and gives some well developed answers. |
| 9-10 | Responds fluently and fully to the Examiner's questions and comments. Shows initiative and imagination throughout. Leads the conversation. A convincing performance. |

Grid C.1: Quality of Language (Accuracy) [5 marks]

| | |
|------------|--|
| 0-1 | Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

Section 2: Conversation

Grid D: Ideas, opinions and relevance [10 marks]

| | |
|-------------|--|
| 0-2 | Very few ideas. Ideas not explained or developed. Very limited ability to convey even quite basic information. Very superficial. |
| 3-4 | Shows a limited ability to develop or explain ideas and to express opinions. May have some difficulty communicating factual information. Often irrelevant or repetitive. |
| 5-6 | Shows some ability to develop and explain ideas and to express opinions. Able to convey information, not always relevant. |
| 7-8 | Able to develop and explain ideas and to express points of view, with some justification. Offers relevant information. |
| 9-10 | Well chosen relevant information to develop a range of ideas and to justify points of view. |

Grid E.1: Fluency, spontaneity, responsiveness [10 marks]

| | |
|-------------|--|
| 0-2 | Has some difficulty in understanding. Hesitant, with frequent pauses, in responding to many of the examiner's questions and comments. Fluency confined to pre-learnt material. |
| 3-4 | May be hesitant in responding. Responses to the examiner are brief and sometimes inadequate. Fluency is often confined to pre-learnt material. |
| 5-6 | Responds reasonably promptly to the examiner, though with occasional hesitation. Reasonably fluent and spontaneous at times. |
| 7-8 | Able to respond readily and take the initiative, with little hesitation. Most of the time is fluent and spontaneous and can keep the momentum going. |
| 9-10 | Responds promptly and fully. Consistently shows initiative. Leads the conversation. A fluent and spontaneous performance throughout. |

Grid G: Pronunciation and intonation [5 marks]

| | |
|------------|---|
| 0-1 | Comprehensible only with difficulty. Many sounds mispronounced. Heavily influenced by candidate's first language. |
| 2 | Pronunciation and intonation may be influenced by candidate's first language and problems with more difficult sounds sometimes impede communication. |
| 3 | Pronunciation and intonation acceptable, in spite of a number of errors which rarely impede communication. Some problems with some more difficult sounds. |
| 4 | Pronunciation and intonation generally accurate, although there may be occasional mispronunciation of more difficult sounds. |
| 5 | Sounds authentic nearly all of the time. Only occasional errors of pronunciation and intonation. |

Grid C.1: Quality of Language (Accuracy)**[5 marks]**

| | |
|-----|--|
| 0-1 | Little evidence of grammatical awareness. Persistent serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference. |
| 2 | Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be strongly influenced by the candidate's first language. |
| 3 | Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent. |
| 4 | Language generally accurate. Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas. |
| 5 | Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors. |

| Information to be covered in Role Plays |
|---|
| <p>Role Play A</p> <ul style="list-style-type: none"> • Free admission to Manchester's 3 major museums and galleries • Museum of Science in old railway station • Machines in action there • Manchester Museums has thousands of exhibits • Something for all ages • Details of exhibits • The Art Gallery building, exhibits and facilities • Location • Opening times |
| <p>Role Play B</p> <ul style="list-style-type: none"> • Story of the war from 1900 |
| <ul style="list-style-type: none"> • Effects of war on the world • Three-part structure of the building • Air Shard - height • View from the top • Earth Shard has shop and information • Main exhibition there • Water shard has restaurant |
| <p>Role Play C</p> <ul style="list-style-type: none"> • Cornerhouse entertainment venue and location • Warner Village Cinema facilities and films • Cinema Store memorabilia • Details of Virgin Fitness Studio • Works night club • Club has food, bars and dancing • Eleven restaurants in all • What food is available • Details of their website |