
General Certificate of Secondary Education
Specification B (Modular)
German
Module 4 Speaking Test
Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

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The Conversation Cards and Role Play Cards are not reproduced □
separately as this booklet contains all the information needed.

CONFIDENTIAL

INSTRUCTIONS FOR TEACHERS

This booklet is for the use of the teacher who will conduct the Speaking Tests in German. In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to three working days before the three-week period in which tests for each language are to be conducted. For the 2003 examination, therefore, teachers may have access to the material from **Wednesday 30 April** onwards. However, the conduct of the tests must **not** take place until **Tuesday 6 May**.

GENERAL

The Head of Centre is responsible for appointing the examiners to conduct the Speaking tests. Normally this will be the candidates' own teacher; however, if this is not possible, another teacher should be appointed.

The Speaking tests may be conducted at any time between the **6 and 23 May 2003**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be posted **immediately**, together with the Attendance/Mark Lists, to the appropriate examiner using the label(s) supplied.

The Speaking test consists of one role play and a conversation. Foundation Tier tests will last up to 5 minutes and Higher Tier tests will last up to 8 minutes.

Candidates should be allowed a preparation time of 5 minutes (Foundation Tier) or 8 minutes (Higher Tier). Normally, this will be during the previous candidate's test. Candidates must be supervised during their preparation time.

Candidates are not allowed to use a dictionary at any time during their preparation period or test. They may make notes during their preparation period and these may be taken into the test. Any notes used must be handed to the teacher at the end of the role play.

ALLOCATION OF CARDS TO CANDIDATES

There are 6 Foundation Role Play Cards, labelled Card 1 to Card 6, 6 Higher Role Play Cards labelled Card 7 to Card 12 and 6 Conversation Cards, labelled Card A to Card F. Cards must be allocated to candidates according to the table below.

Foundation Tier candidates must have only the Foundation Tier Role Play and Conversation Cards; Higher Tier candidates must have only the Higher Tier Role Play and Conversation Cards.

The cards are changed after every third candidate. If a break in testing occurs (e.g. overnight, lunch etc.) in the sequence of three, **you must start again after the break at the beginning of the next series of three in order to maintain security**. In other words, the candidate whose test is after the break should not have the same cards as the candidate who was examined before the break.

In the table below *Candidate Order* refers to the sequence in which candidates are examined by each teacher (not for the centre as a whole).

Candidate Order	Foundation Role Play Cards 1 – 6	Higher Role Play Cards 7 – 12	Conversation Cards A – F
1, 2, 3	1	10	A
4, 5, 6	2	9	B
7, 8, 9	3	11	E
10, 11, 12	4	12	C
13, 14, 15	5	8	D
16, 17, 18	6	7	F
19, 20, 21	1	11	D
22, 23, 24	5	9	F
25, 26, 27	4	7	B
28, 29, 30	3	12	A
31, 32, 33	2	10	C
34, 35, 36	6	8	E
37, 38, 39	1	11	B
40, 41, 42	4	10	F
43, 44, 45	5	9	D
46, 47, 48	2	8	A
49, 50, 51	3	7	C
52, 53, 54	6	12	E
55, 56, 57	2	11	F
58, 59, 60	5	7	A
61, 62, 63	6	10	B
64, 65, 66	4	12	E
67, 68, 69	3	9	D
70, 71, 72	1	8	C

If there are more candidates than this table allows for, you should begin again with Number 1.

Turn over ►

GUIDANCE FOR TEACHERS

Role Plays

General

Six role play cards are provided at each tier. Candidates' instructions on the role play cards are in English at Foundation Tier and German at Higher Tier.

Each candidate completes one role play, and cards must be allocated to candidates in the sequence prescribed on page 3.

The **teacher's script** is brief and **prescriptive**. Teachers should not alter it other than to help the role along when a candidate is unable to cope with a particular task. If a candidate is unable to cope, the teacher should move the role on with an appropriate phrase, without providing the vocabulary needed for the next task. The candidate will not receive credit for saying something which has been provided by the teacher in the form of a prompt. The prompt should be clear and present no hurdles of understanding to the candidate.

Higher Tier Role Play

In each role play there are **two teacher interventions**, i.e. two questions from the teacher to which the candidate has to respond without the opportunity for preparation. These are printed in bold in this booklet. Each teacher intervention is worth two marks and requires **one detail** from the candidate. A large exclamation mark on the candidate's card indicates where in the role play the candidate can expect the teacher intervention.

The **teacher interventions may not be altered in any way**. Each intervention may be repeated once if the candidate has failed to understand it but may not be re-worded.

Conversation

Six different conversation cards are provided at each tier. Each candidate has one card which should be allocated according to the sequence prescribed on page 3.

There are **two topics** on each card, one from Group A and one from Group B, as follows:

Group A	Group B
Self, Family and Friends	The Environment
Education	Health
Career and Future Plans	Youth Culture

Candidates must cover both topics.

Suggested questions are provided for teachers, showing a range of the type of questions which could be asked on each topic, but these are not prescriptive and teachers are free to develop the conversation in their own way as long as they stay within the two topic areas. Teachers should provide opportunities for candidates to use a variety of tenses where appropriate.

In the conversation teachers are free to use whichever form of address they normally use with their candidates, informal or formal.

At Foundation Tier the conversation should last between 2 and 4 minutes and at Higher Tier 5 to 7 minutes. On occasion with candidates of the lowest ability it may not be appropriate to take the full amount of time. However, the maximum time limit should not be exceeded. Any material beyond the time limit will not be assessed.

The topics on the Conversation Cards are the same for both tiers but the questions should be pitched according to tier. The Foundation Tier topics are printed in English and the Higher Tier topics are printed in German. The suggested questions provided give examples of three types of questions;

- those most appropriate to the beginning of a conversation at Foundation Tier
- those which should be asked of a Foundation Tier candidate in the latter part of the conversation, or a Higher Tier candidate at the start of the conversation
- those only appropriate for Higher Tier candidates.

Candidates should be given roughly equal opportunity and time on both topics on the card since communication marks are awarded for each topic separately. If only one topic is covered, therefore, the candidate will not have access to the full range of marks. While examiners will be generous in interpreting the relevance to the specified topics of what a candidate says, **if a candidate clearly addresses neither topic, no marks can be awarded.**

As far as possible a conversation should be an interchange between teacher and candidate, and not a monologue. There should be an appropriate balance between pre-learnt material and spontaneous conversation, between too few and too many questions.

ROLE PLAYING SITUATIONS
FOUNDATION TIER

FOUNDATION TIER
ROLE PLAY 1**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du wohnst bei einer deutschen Familie. Ich bin der Vater/die Mutter. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Ask about plans for tomorrow.	1 <i>Ich weiß nicht genau.</i>
2 Say what sport you would like to play.	2 <i>Gute Idee.</i>
3 Say what place you want to visit.	3 <i>Das können wir auch machen.</i>
4 Ask how to get there.	4 <i>Mit dem Auto.</i>

FOUNDATION TIER
ROLE PLAY 2**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du bist in einem Kaufhaus in Österreich. Ich bin der Verkäufer/die Verkäuferin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Say you want to buy an item of clothing.	1 <i>Wir haben diese hier.</i>
2 Say which colour you want it in.	2 <i>Haben wir auch.</i>
3 Ask for a particular size.	3 <i>Bitte schön.</i>
4 Ask where you pay.	4 <i>Dort drüben an der Kasse.</i>

FOUNDATION TIER**ROLE PLAY 3****TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du bist in einem Hotel in Deutschland. Ich bin der Empfangschef/die Empfangsdame. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Say how many of you there are.	1 <i>Kein Problem.</i>
2 Say how long you want to stay.	2 <i>Das geht.</i>
3 Say what type of room(s) you want.	3 <i>Das haben wir.</i>
4 Ask about something you want in your room(s).	4 <i>Ja, natürlich.</i>

FOUNDATION TIER
ROLE PLAY 4**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du bist in einem Restaurant in Deutschland. Ich bin der Kellner/die Kellnerin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Ask if there is a table free.	1 <i>Ja, natürlich.</i>
2 Say where in the restaurant you want to sit.	2 <i>Dort haben wir einen Tisch frei.</i>
3 Order a hot meal for yourself.	3 <i>Kein Problem.</i>
4 Ask for a drink.	4 <i>Kommt sofort.</i>

FOUNDATION TIER
ROLE PLAY 5**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du bist in einem Informationsbüro in Österreich. Ich bin der Beamte/die Beamtin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Say where in the town you want to go.	1 <i>Ja, gut.</i>
2 Ask how far away it is.	2 <i>Ungefähr zwei Kilometer.</i>
3 Ask where the bus stop is.	3 <i>Hier, links um die Ecke.</i>
4 Ask when the next bus leaves.	4 <i>In acht Minuten.</i>

FOUNDATION TIER
ROLE PLAY 6**TEACHER'S ROLE**

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
- **The teacher will invite the candidate to start by saying the following:**

*Du wohnst bei einer deutschen Familie. Ich bin der Vater/die Mutter. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Say you want to go to the cinema.	1 <i>Das ist eine gute Idee.</i>
2 Ask what is on at the moment.	2 <i>Im Moment laufen ein Krimi und ein Abenteuerfilm.</i>
3 Say what time you want to go.	3 <i>Kein Problem.</i>
4 Ask how much a ticket costs.	4 <i>Sechs Euro.</i>

ROLE PLAYING SITUATIONS
HIGHER TIER

HIGHER TIER
ROLE PLAY 7**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

*Du kaufst Fahrkarten am Hauptbahnhof in München. Ich bin der Mann/die Frau am Schalter.
Du beginnst.*

Candidate's Instructions	Teacher's Script
1 Sag wohin und wie viele Personen.	1 <i>Ja, gut.</i>
2 Sag Tag und Datum der Reise.	2 <i>Ja, kein Problem. Zu welcher Zeit wollen Sie fahren?</i>
3 !	3 <i>(Repeat the time) ja.</i>
4 Sag, wo du sitzen willst.	4 <i>Dort haben wir Plätze frei.</i>
5 Frag, wann der Zug ankommt.	5 <i>Suitable time depending on answer to 3. e.g. In zwei Stunden. Sie kommen um drei Uhr an. Wie wollen Sie bezahlen?</i>
6 !	6 <i>Also gut. Auf Wiedersehen.</i>

HIGHER TIER
ROLE PLAY 8**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

*Du planst eine Grillparty auf einem Campingplatz in Österreich. Du gehst in das Lebensmittelgeschäft. Ich bin der Verkäufer/die Verkäuferin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Frag nach etwas für deine Grillparty.	1 <i>Haben wir.</i>
2 Sag wann und für wie viele Personen.	2 <i>Gute Idee. Und als Nachspeise?</i>
3 !	3 <i>Haben wir.</i>
4 Frag nach zwei verschiedenen Getränken.	4 <i>Bitte schön.</i>
5 Frag, wann das Geschäft zumacht.	5 <i>Heute, um zwanzig Uhr. Und wie lange bleibst du noch bei uns in Österreich?</i>
6 !	6 <i>Sehr schön.</i>

HIGHER TIER
ROLE PLAY 9**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

*Du bist in Deutschland und musst zum Arzt/zur Ärztin gehen. Ich bin der Arzt/die Ärztin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Sag, was du in Deutschland machst.	1 <i>Ach so. Und was ist los?</i>
2 Beschreib dein Symptom und sag seit wann.	2 <i>Hmm. Ich verstehe. Na ja, was hast du heute schon getrunken?</i>
3 !	3 <i>Ja – am besten trinkst du nur Wasser.</i>
4 Frag nach Medikamenten.	4 <i>Du brauchst keine zu nehmen.</i>
5 Frag, ob du zurückkommen musst.	5 <i>Vielleicht aber Wo wohnst du hier in Deutschland?</i>
6 !	6 <i>Dann komm in zwei Tagen wieder, wenn es dir nicht besser geht.</i>

HIGHER TIER
ROLE PLAY 10**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

*Du bist in einem Restaurant in der Schweiz und willst etwas Besonderes bestellen. Ich bin der Kellner/ die Kellnerin. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Sag, wo du sitzen willst und warum.	1 <i>Dort haben wir Platz frei.</i>
2 Frag nach Hauptspeise und Nachtisch.	2 <i>Haben wir: Und was wollen Sie trinken?</i>
3 !	3 <i>Bringe ich sofort.</i>
4 Sag, was nicht auf dem Tisch ist.	4 <i>Das tut mir wirklich Leid.</i>
5 Frag, wie lange du warten musst.	5 <i>Kommt sofort. Wie wollen Sie später bezahlen?</i>
6 !	6 <i>Kein Problem.</i>

Turn over ►

HIGHER TIER
ROLE PLAY 11**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

The teacher will invite the candidate to start by saying the following:

*Du planst einen Urlaub mit Freunden in Deutschland. Du rufst in einer Jugendherberge an. Ich bin der Herbergsvater/die Herbergsmutter. **Du beginnst.***

Candidate's Instructions	Teacher's Script
1 Sag, wann und für wie lange du kommst.	1 <i>Das geht.</i>
2 Frag nach den Mahlzeiten.	2 <i>Any appropriate answer. Wie groß ist deine Gruppe?</i>
3 !	3 <i>Ja, gut.</i>
4 Frag nach dem Preis.	4 <i>Das macht 20 Euro pro Nacht.</i>
5 Frag etwas über die Jugendherberge.	5 <i>Ja klar. Das haben wir (or any appropriate answer). Wie kommt ihr zur Jugendherberge?</i>
6 !	6 <i>Schön. Ich freue mich auf euren Besuch.</i>

HIGHER TIER
ROLE PLAY 12**TEACHER'S ROLE**

- **It is essential that you are clear about the tasks which the candidate must accomplish.**
 - **The teacher's interventions may not be altered in any way.**
 - **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**
 - **Remember that if you supply key vocabulary, candidates cannot be rewarded for it.**
-

The teacher will invite the candidate to start by saying the following:

*Du rufst deinen Freund/deine Freundin in Köln an. Ich bin dieser Freund/diese Freundin.
Du beginnst.*

Candidate's Instructions	Teacher's Script
1 Sag, wohin du gehen willst und wann.	1 <i>Das ist eine gute Idee.</i>
2 Frag nach einem Treffpunkt.	2 <i>Am Marktplatz (or as appropriate). Wie kommst du diesmal nach Deutschland?</i>
3 !	3 <i>Ich freue mich, dich bald wieder zu sehen.</i>
4 Sag, wo du übernachten willst.	4 <i>Aber natürlich.</i>
5 Sag, was du als Geschenk aus England mitbringst.	5 <i>Das brauchst du nicht zu machen. Wie lange bleibst du in Deutschland?</i>
6 !	6 <i>Wir werden bestimmt viel Spaß haben.</i>

**SUGGESTED QUESTIONS FOR
CONVERSATION**

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC A1

Self, Family and Friends

Foundation Tier

- 1 Wie alt bist du? Wann hast du Geburtstag?
- 2 Kannst du dich beschreiben?
- 3 Beschreib deine Familie.
- 4 Was für Hobbys hast du? Wann machst du sie?
- 5 Welche Hobbys findest du dumm? Warum?
- 6 Was machst du gern am Abend?

Foundation / Higher Tier

- 7 Was hast du gestern gemacht? Warum?
- 8 Wie oft gehst du aus und warum?
- 9 Kannst du den Charakter von jemandem in deiner Familie beschreiben?
- 10 Wie verstehst du dich mit deiner Familie? Warum?

Higher Tier

- 11 Was ist das Beste und das Schlechteste an deinem Charakter?
- 12 Was magst du an deinem Aussehen und was magst du nicht? Warum?
- 13 Hast du oder möchtest du Haustiere? Warum oder warum nicht?
- 14 Was wirst du nächsten Samstag machen?
- 15 Hast du genug Freizeit im Moment? Warum?
- 16 Sind deine Eltern streng oder nicht? Wie findest du das?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
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-

CONVERSATION TOPIC A2

Education

Foundation Tier

- 1 Beschreib deine Schule!
- 2 Welche Fächer lernst du?
- 3 Was machst du in den Pausen?
- 4 Beschreib einen Lehrer / eine Lehrerin an deiner Schule!
- 5 Was ist dein schlechtestes Fach und warum?
- 6 Beschreib deinen Weg zur Schule.

Foundation / Higher Tier

- 7 Wie findest du deine Schuluniform? Warum?
- 8 Was hast du heute vor der Schule gemacht?
- 9 Beschreib wie ein normaler Schultag für dich endet.
- 10 Wirst du heute viele Hausaufgaben machen? Warum?

Higher Tier

- 11 Was trägst du in der Schule? Wie findest du das?
- 12 Was möchtest du lieber in der Schule tragen? Warum?
- 13 Was hast du gestern in der Mittagspause gemacht?
- 14 Was möchtest du an deiner Schule ändern und warum?
- 15 Was ist an deiner Schule verboten? Wie findest du das?
- 16 Wirst du nächstes Jahr an dieser Schule weiter machen? Warum? Warum nicht?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION TOPIC A3

Career and Future Plans

Foundation Tier

- 1 Was lernst du im Moment?
- 2 Was ist dein Traumberuf?
- 3 Arbeiten deine Eltern? Was machen sie?
- 4 Bleibst du nächstes Jahr an dieser Schule?
- 5 Hast du im Moment einen Job? Wo, wann?
- 6 Willst du später in einer Fabrik arbeiten? Warum?

Foundation / Higher Tier

- 7 Haben junge Leute immer genug Geld? Warum nicht?
- 8 Wie wirst du dein Geld in den nächsten drei Jahren verdienen?
- 9 Was möchtest du machen, wenn du zwanzig Jahre alt bist?
- 10 Ist es schwer einen Job in deiner Stadt zu finden?

Higher Tier

- 11 Willst du später im Ausland arbeiten oder nicht?
- 12 Was für eine Arbeit würde dir gefallen? Warum?
- 13 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum?
- 14 Muss man heutzutage viel Geld verdienen? Warum?
- 15 Möchtest du später ein Auto oder ein Motorrad haben? Warum?
- 16 Wirst du später heiraten und Kinder haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC B1

The Environment

Foundation Tier

- 1 Wie oft fährst du mit dem Auto oder dem Bus? Wohin?
- 2 Wie ist der Verkehr, wo du wohnst?
- 3 Recycelst du zu Hause? Wie?
- 4 Ist deine Schule umweltfreundlich oder umweltfeindlich? Warum?
- 5 Was ist besser für die Umwelt – Vegetarier sein oder Fleisch essen?
- 6 Duschst du oder nimmst du lieber ein Bad? Warum?

Foundation / Higher Tier

- 7 Wie kann man Tieren und Pflanzen helfen?
- 8 Wie sieht deine Wohngegend aus?
- 9 Was ist umweltfeindlich, wo du wohnst?
- 10 Was hast du letzte Woche gemacht, um der Umwelt zu helfen?

Higher Tier

- 11 Wenn du viel Geld hättest, was würdest du in der Welt ändern?
- 12 Gibt es viel Industrie da, wo du wohnst? Ist das ein Problem? Warum?
- 13 Gibt es zu viele Menschen auf der Welt? Was denkst du?
- 14 Was findest du umweltfeindlich und warum?
- 15 Sollten wilde Tiere in einem Zoo leben?
- 16 Was ist besser organisch essen oder Pestizide benutzen? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
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CONVERSATION TOPIC B2

Health

Foundation Tier

- 1 Treibst du gern Sport? Warum?
- 2 Was trinkst du gern? Ist das gesund?
- 3 Was isst du normalerweise abends?
- 4 Was isst du gern? Ist das gesund?
- 5 Um wie viel Uhr gehst du normalerweise ins Bett?
- 6 Wie kommst du zur Schule? Warum?

Foundation / Higher Tier

- 7 Wann warst du das letzte Mal krank?
- 8 Warum essen so viele junge Leute nur Fastfood?
- 9 Wirst du später rauchen? Warum?
- 10 Kannst du ohne Schokolade oder Bonbons leben? Warum?

Higher Tier

- 11 Gibt es ein Alkoholproblem in deiner Stadt?
- 12 Warum nehmen so viele junge Leute Drogen?
- 13 Was hast du letzte Woche gemacht, um fit zu bleiben? War das genug?
- 14 Fleisch essen oder Vegetarier sein – was findest du besser? Warum?
- 15 Hörst du laute Musik gern? Ist das gesund?
- 16 Raucht jemand in deiner Familie? Wie findest du das?

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
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CONVERSATION TOPIC B3

Youth Culture

Foundation Tier

- 1 Hörst du gern Musik? Welche?
- 2 Welche Kleidung trägst du gern? Warum?
- 3 Was kaufst du mit deinem Geld?
- 4 Was ist deine Lieblingssendung im Fernsehen? Beschreib sie.
- 5 Was machst du gern in deiner Freizeit?
- 6 Gehst du oft abends aus? Wohin?

Foundation / Higher Tier

- 7 Eltern verstehen Kinder nicht. Ist das falsch oder richtig?
- 8 Muss man heutzutage einen Computer oder ein Handy haben? Warum?
- 9 Was hast du gestern im Fernsehen gesehen?
- 10 Gibt es genug für junge Leute da, wo du wohnst? Was würdest du gern ändern?

Higher Tier

- 11 Junge Leute haben zu viel Stress. Was denkst du?
- 12 Welche berühmte Person möchtest du sein und warum?
- 13 Wie hast du letztes Wochenende verbracht?
- 14 Möchtest du später wie deine Eltern leben?
- 15 Was machst du, um dich zu entspannen?
- 16 Alle jungen Leute sind faul. Was denkst du darüber?

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Instructions for the Specification B AQA Examinations for Certification in 2003”, which is issued to all centres in the Spring Term.

CHECKLIST

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2003 Module 4. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) Complete the Attendance Mark List as instructed on the form. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher