
General Certificate of Secondary Education

**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Teacher's Booklet**



Monday 18 April to Friday 20 May 2005

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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 five-week period in which tests for each language are to be conducted. For the 2005 examination, therefore, teachers may have access to the material from **Wednesday 13 April** onwards. However, the conduct of the tests must **not** take place until **Monday 18 April**.

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 **18 April and 20 May 2005**. 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.

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

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 test.

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 on page 3.

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

If there are more candidates than this table allows for, the teacher 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.

Foundation Tier Role Play

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 appropriate only 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.

Checklist

The instructions on the next page are just a checklist. For the complete instructions, refer to the booklet “Instructions for the Specification B AQA Examinations for Certification in 2005”, which is issued to all centres in the Spring Term.

CHECKLIST

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2005 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.

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.**

Candidate's Instructions	Teacher's Script
You are at a bus station in Germany. You are talking to the official. Your teacher will play the part of the official. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist an einem Busbahnhof in Deutschland.</i> <i>Ich bin der Beamte / die Beamtin.</i> <i>Du beginnst.</i>
1 Say where you want to go.	1 <i>Ja, ... (repeat candidate's choice).</i>
2 Say what day you want to go.	2 <i>Kein Problem.</i>
3 Ask what time the bus departs.	3 <i>Um halb vier.</i>
4 Say what type of ticket you want.	4 <i>Das macht 20 Euro.</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.**

Candidate's Instructions	Teacher's Script
<p>You are talking to your friend in Austria about going out together this evening. Your teacher will play the part of your friend. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin in Österreich. Ich bin der Freund/die Freundin. Du beginnst.</i></p>
<p>1 Say where you want to go.</p>	<p>1 <i>Ja, eine gute Idee.</i></p>
<p>2 Ask where to meet your friend.</p>	<p>2 <i>Vor dem Rathaus.</i></p>
<p>3 Ask what time to meet.</p>	<p>3 <i>Um zwanzig Uhr.</i></p>
<p>4 Say what you are going to wear.</p>	<p>4 <i>Ich trage Jeans und T-Shirt.</i></p>

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.**

Candidate's Instructions	Teacher's Script
You arrive at a youth hostel in Germany and are speaking to the manager. Your teacher will play the part of the manager. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du kommst in einer Jugendherberge in Deutschland an. Ich bin der Herbergsvater / die Herbergsmutter. Du beginnst.</i>
1 Say how many are in your group.	1 <i>Aha und ...?</i>
2 Say how many nights you want to stay.	2 <i>Das geht.</i>
3 Say what meals you want.	3 <i>Kein Problem.</i>
4 Ask for something you need.	4 <i>Das haben wir or similar suitable response.</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.**

Candidate's Instructions	Teacher's Script
You are in a restaurant in Switzerland. You are talking to the waiter / waitress. Your teacher will play the part of the waiter / waitress. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist in einem Restaurant in der Schweiz. Ich bin der Kellner / die Kellnerin. Du beginnst.</i>
1 Say where you want to sit.	1 <i>Dort haben wir Platz frei.</i>
2 Say what you want to eat.	2 <i>Hmm ...and repeat candidate's utterance.</i>
3 Say what you want to drink.	3 <i>Natürlich.</i>
4 Ask where the toilets are.	4 <i>Dort drüben links.</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.**

Candidate's Instructions	Teacher's Script
<p>You are on holiday in Austria. You are not well and go to see a doctor. Your teacher will play the part of the doctor. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du bist auf Urlaub in Österreich und gehst zum Arzt/zur Ärztin. Ich bin der Arzt/die Ärztin. Du beginnst.</i></p>
<p>1 Say where you come from.</p>	<p>1 <i>Aha...Sie sind auf Urlaub.</i></p>
<p>2 Say what hurts you.</p>	<p>2 <i>Hmm, das tut mir Leid.</i></p>
<p>3 Say how long you are staying.</p>	<p>3 <i>Gut, dann geben wir Ihnen etwas dafür.</i></p>
<p>4 Ask how often you have to take the medicine.</p>	<p>4 <i>Dreimal pro Tag.</i></p>

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.**

Candidate's Instructions	Teacher's Script
You are looking for somewhere to stay in Germany and go to a tourist information office. Your teacher will play the part of the official. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du gehst in Deutschland zur Touristeninformation. Ich bin der Angestellte / die Angestellte. Du beginnst.</i>
1 Say what accommodation you are looking for.	1 <i>Kein Problem.</i>
2 Say where in the town you want to stay.	2 <i>Hotel Stern ist sehr gut.</i>
3 Ask how much it costs.	3 <i>50 Euro pro Nacht.</i>
4 Ask how to get there.	4 <i>Am besten zu Fuß.</i>

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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.**
-

Candidate's Instructions	Teacher's Script
You are telephoning the local cinema in Germany. You are speaking to the ticket clerk. Your teacher will play the part of the ticket clerk. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du rufst ein Kino in Deutschland an.</i> <i>Ich bin der Mann / die Frau am Schalter.</i> <i>Du beginnst.</i>
1 Frag nach den Filmen.	1 <i>Im Moment laufen ein Krimi und ein Tierfilm.</i>
2 Sag, an welchem Tag du kommen willst.	2 <i>Ja, kein Problem.</i> <i>Zu welcher Zeit wollen Sie kommen?</i>
3 !	3 <i>(Repeat the time) Ja, es gibt eine Vorstellung um X Uhr.</i>
4 Sag, wie alt du bist, und frag nach dem Preis.	4 <i>Dann kostet es 5 Euro.</i>
5 Frag nach sonst etwas.	5 <i>Any suitable reply.</i> <i>Wie kommen Sie zum Kino?</i>
6 !	6 <i>Also gut. Auf Wiederhören.</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.
-

Candidate's Instructions	Teacher's Script
You want to stay at a campsite in Germany. You are talking to the owner. Your teacher will play the part of the owner. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du willst auf einem Campingplatz in Deutschland Ferien machen.</i> <i>Ich bin der Besitzer / die Besitzerin.</i> <i>Du beginnst.</i>
1 Sag genau , was du machen willst.	1 <i>Das geht.</i>
2 Sag, was du mieten willst.	2 <i>Kein Problem.</i> <i>Von wann bis wann bleiben Sie?</i>
3 !	3 <i>OK.</i>
4 Sag, was du in der Nähe machen willst (zwei Details).	4 <i>Es gibt hier viele Möglichkeiten.</i>
5 Frag nach sonst etwas.	5 <i>Any suitable reply.</i> <i>Woher kommen Sie denn?</i>
6 !	6 <i>Also, viel Spaß.</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.**
-

Candidate's Instructions	Teacher's Script
While you are in Bonn, something is stolen from you and you go to the police station about it. You are talking to the policeman/policewoman. Your teacher will play the part of the policeman/policewoman. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist in Deutschland und gehst zur Polizei. Ich bin der Polizist/die Polizistin. Du beginnst.</i>
1 Beschreib, was gestohlen wurde (zwei Details).	1 <i>Das tut mir Leid.</i>
2 Sag genau , wo du warst.	2 <i>Ach so. Und um wie viel Uhr war das?</i>
3 !	3 <i>Gut, danke.</i>
4 Beschreib den Dieb (zwei Details).	4 <i>Hmm ...ich verstehe.</i>
5 Frag nach sonst etwas.	5 <i>Any suitable reply. Wie ist Ihre Telefonnummer?</i>
6 !	6 <i>Vielen Dank.</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.
-

Candidate's Instructions	Teacher's Script
You have invited your penfriend's family to a restaurant in Austria. You telephone the restaurant and make a reservation for a specific date next week. Your teacher will play the part of the owner. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du willst in Österreich ins Restaurant gehen und rufst an.</i> <i>Ich bin der Besitzer / die Besitzerin.</i> <i>Du beginnst.</i>
1 Sag, an welchem Datum du kommen willst.	1 <i>Wir haben dann Platz frei.</i> <i>Und um wie viel Uhr bitte?</i>
2 !	2 <i>Ja, das geht.</i>
3 Sag etwas über deine Gruppe.	3 <i>Kein Problem.</i>
4 Sag genau , wo ihr sitzen wollt.	4 <i>Das geht in Ordnung.</i> <i>Und wie kommen Sie zum Restaurant?</i>
5 !	5 <i>Kein Problem.</i>
6 Frag nach sonst etwas.	6 <i>Any suitable reply.</i>

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.
-

Candidate's Instructions	Teacher's Script
You arrive in a local shopping centre in Switzerland. You are speaking to your Swiss friend. Your teacher will play the part of your Swiss friend. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du kommst mit einem Freund/einer Freundin in einem Einkaufszentrum in der Schweiz an. Ich bin der Freund/die Freundin. Du beginnst.</i>
1 Sag, was für Kleidung du kaufen willst.	1 <i>Alles klar.</i>
2 Sag welche Farbe und welche Größe.	2 <i>Hoffentlich haben sie das. Wie viel Geld hast du noch?</i>
3 !	3 <i>Ich verstehe.</i>
4 Sag, warum du diese Kleidung kaufen willst.	4 <i>Also los! Aber was willst du zu Mittag essen?</i>
5 !	5 <i>Dann können wir zu McDonalds gehen (or similar).</i>
6 Frag nach sonst etwas.	6 <i>Any suitable reply.</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.
-

Candidate's Instructions	Teacher's Script
You are staying with your friend in Germany. You are telling your friend's father/mother what you plan to do today. Your teacher will play the part of your friend's father/mother. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist bei deinem Freund/deiner Freundin in Deutschland.</i> <i>Ich bin der Vater/die Mutter.</i> <i>Du beginnst.</i>
1 Sag, warum du heute zur Bank gehen willst.	1 <i>Also gut.</i>
2 Sag, was du auch noch in der Stadt machen willst.	2 <i>Eine gute Idee.</i> <i>Wie kommst du dahin?</i>
3 !	3 <i>Kein Problem.</i>
4 Frag nach sonst noch etwas.	4 <i>Any suitable reply.</i>
5 Sag, mit wem du in die Stadt gehst.	5 <i>Gute Idee.</i> <i>Wann kommst du nach Hause?</i>
6 !	6 <i>Prima.</i>

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**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.
-

CONVERSATION CARD A

TOPIC A

Career and Future plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Was lernst du im Moment?
- 2 Arbeiten deine Eltern? Was machen sie?
- 3 Was ist dein Traumberuf?
- 4 Welche Fächer sind wichtig für diesen Beruf? Warum?
- 5 Bleibst du nächstes Jahr an dieser Schule?
- 6 Hast du im Moment einen Freizeitjob? Wo? Wann?

Foundation and Higher Tier:

- 7 Wie wirst du dein Geld in den nächsten drei Jahren verdienen?
- 8 Gehst du später auf ein 'College' / auf die Uni? Warum?
- 9 Was willst du in den Sommerferien nach diesen Prüfungen machen?
- 10 Hast du ein Arbeitspraktikum gemacht? Wie war es?

Higher Tier:

- 11 Willst du später in einem Büro oder im Freien arbeiten? Warum?
- 12 Wo möchtest du später arbeiten? London? Deutschland? Schottland? Warum?
- 13 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum?
- 14 Muss man heutzutage viel Geld verdienen? Warum?
- 15 Wirst du später heiraten und Kinder haben? Warum?
- 16 Möchtest du später ein Auto haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD A**TOPIC B****Youth Culture / Die Jugend****Foundation Tier:**

- 1 Hörst du gern Musik? Welche?
- 2 Welche Kleidung trägst du gern? Warum?
- 3 Was ist deine Lieblingssendung im Fernsehen? Beschreib sie!
- 4 Was machst du gern in deiner Freizeit?
- 5 Sparst du dein Geld oder was kaufst du damit?
- 6 Gehst du oft abends aus? Wohin? Mit wem? Und nächstes Wochenende?

Foundation and Higher Tier:

- 7 Wie verstehst du dich mit deinen Freunden / deinen Geschwistern? Warum?
- 8 Was sind die Freizeitmöglichkeiten, wo du wohnst?
- 9 Muss man heutzutage einen Computer und ein Handy haben? Warum?
- 10 Was hast du gestern Abend gemacht?

Higher Tier:

- 11 Was machen junge Leute gern in ihrer Freizeit? Und was wirst du dieses Wochenende machen?
- 12 Junge Leute haben zu viel Stress. Was denkst du?
- 13 Möchtest du später viel Geld haben? Ist man dann immer glücklich?
- 14 Möchtest du später heiraten oder nicht? Warum?
- 15 Wie warst du, als du jünger warst – nett oder laut? Wie bist du jetzt?
- 16 Wo wirst du oder möchtest du später wohnen? Warum?

Turn over ►

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 CARD B

TOPIC A

Self, Family and Friends / Ich, meine Familie und meine Freunde

Foundation Tier

- 1 Wie heißt du? Wie schreibt man das?
- 2 Wie alt bist du?
- 3 Kannst du dich beschreiben?
- 4 Beschreib, wo du wohnst!
- 5 Wo arbeiten deine Eltern?
- 6 Was für Hobbys hast du? Was möchtest du in der Zukunft machen?

Foundation and Higher Tier

- 7 Was hast du gestern gemacht? Warum?
- 8 Kannst du deinen Charakter / den Charakter von jemandem in deiner Familie beschreiben?
- 9 Wie verstehst du dich mit deiner Familie? Warum?
- 10 Beschreib dein Haus! Gefällt es dir? Warum?

Higher Tier

- 11 Gehst du lieber mit deinen Eltern oder deinen Freunden aus? Warum?
- 12 Hast du oder möchtest du Haustiere? Warum?
- 13 Was wirst du am Wochenende machen?
- 14 Hast du genug Freizeit im Moment? Warum?
- 15 Sind deine Eltern streng oder nicht? Wie findest du das?
- 16 Mit wem bist du letztes Jahr auf Urlaub gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD B**TOPIC B****The Environment / Die Umwelt****Foundation Tier**

- 1 Beschreib deine Stadt / dein Dorf!
- 2 Hast du einen Garten? Wie findest du ihn / das?
- 3 Wie oft gehst du zu Fuß und wie oft fährst du mit dem Auto?
- 4 Recyclst du zu Hause? Wie?
- 5 Was ist in deiner Schule umweltfreundlich und was umweltfeindlich?
- 6 Wie kann man Wasser oder Strom sparen?

Foundation and Higher Tier

- 7 Wie wird die Welt in 50 Jahren sein?
- 8 Was hast du letzte Woche gemacht, um der Umwelt zu helfen?
- 9 Ist Fastfood umweltfreundlich oder nicht?
- 10 Was sind die Vor- und Nachteile von wo du wohnst?

Higher Tier

- 11 Was würdest du in der Welt besser machen und wie?
- 12 Gibt es viel Industrie da, wo du wohnst? Ist das ein Problem? Warum?
- 13 Was findest du umweltfeindlich und warum?
- 14 Gibt es genug Parks und Spielplätze, wo du wohnst? Ist das ein Problem für dich? Warum?
- 15 Wie könntest du weniger Müll zu Hause / in deiner Stadt / in deiner Schule haben?
- 16 Sollen Autos in der Stadtmitte verboten sein? Warum?

Turn over ►

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 CARD C

TOPIC A

Education / Die Ausbildung

Foundation Tier

- 1 Wie heißt deine Schule?
- 2 Wie viele Lehrer und wie viele Schüler gibt es an der Schule?
- 3 Beschreib dein Klassenzimmer!
- 4 Welche Fächer lernst du?
- 5 Was machen deine Freunde in den Pausen?
- 6 Beschreib deinen Weg zur Schule!

Foundation and Higher Tier

- 7 Beschreib deine Schuluniform! Trägst du sie gern oder nicht gern? Warum?
- 8 Was möchtest du lieber in der Schule tragen? Warum?
- 9 Wann und wo machst du deine Hausaufgaben? Warum?
- 10 Was hast du gestern nach der Schule gemacht?

Higher Tier

- 11 Was hast du heute vor der Schule gemacht?
- 12 Was hast du gestern in der Mittagspause gemacht?
- 13 Was möchtest du an deiner Schule ändern und warum?
- 14 Wirst du nächstes Jahr an dieser Schule weiter machen? Warum?
- 15 Wie findest du die Lehrer an deiner Schule? Wie könnten sie besser sein?
- 16 Hast du je eine Reise mit der Schule gemacht? Wohin bist du gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD C**TOPIC B****Health / Die Gesundheit****Foundation Tier**

- 1 Treibst du gern Sport? Warum?
- 2 Was trinkst du gern? Ist das gesund?
- 3 Was isst du gern? Ist das gesund?
- 4 Trinkst du oft Alkohol? Wann machst du das?
- 5 Wie kommst du zur Schule? Warum?
- 6 Wann stehst du auf und wann gehst du ins Bett?

Foundation and Higher Tier

- 7 Isst du lieber am Tisch oder auf dem Sofa vor dem Fernseher? Warum?
- 8 Wann warst du das letzte Mal krank? Was hattest du?
- 9 Wie findest du rauchen? Warum?
- 10 Was wirst du am Wochenende trinken, wenn du mit Freunden ausgehst? Warum?

Higher Tier

- 11 Nehmen viele junge Leute Drogen? Wie findest du das?
- 12 Was hast du letzte Woche gemacht, um fit zu bleiben? War das genug?
- 13 Gibt es ein Alkoholproblem in deiner Stadt?
- 14 Was wirst du machen, um fitter zu werden?
- 15 Muss Musik immer laut sein, um gut zu sein? Ist das gesund?
- 16 Siehst du oft fern? Sitzst du zu lange vor dem Fernseher? Was denkst du?

Turn over ►

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.
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CONVERSATION CARD D

TOPIC A

Career and Future plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Was lernst du im Moment?
- 2 Arbeiten deine Eltern? Was machen sie?
- 3 Was ist dein Traumberuf?
- 4 Welche Fächer sind wichtig für diesen Beruf? Warum?
- 5 Bleibst du nächstes Jahr an dieser Schule?
- 6 Hast du im Moment einen Freizeitjob? Wo? Wann?

Foundation and Higher Tier:

- 7 Wie wirst du dein Geld in den nächsten drei Jahren verdienen?
- 8 Gehst du später auf ein 'College' / auf die Uni? Warum?
- 9 Was willst du in den Sommerferien nach diesen Prüfungen machen?
- 10 Hast du ein Arbeitspraktikum gemacht? Wie war es?

Higher Tier:

- 11 Willst du später in einem Büro oder im Freien arbeiten? Warum?
- 12 Wo möchtest du später arbeiten? London? Deutschland? Schottland? Warum?
- 13 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum?
- 14 Muss man heutzutage viel Geld verdienen? Warum?
- 15 Wirst du später heiraten und Kinder haben? Warum?
- 16 Möchtest du später ein Auto haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD D**TOPIC B****The Environment / Die Umwelt****Foundation Tier**

- 1 Beschreib deine Stadt / dein Dorf!
- 2 Hast du einen Garten? Wie findest du ihn / das?
- 3 Wie oft gehst du zu Fuß und wie oft fährst du mit dem Auto?
- 4 Recycelst du zu Hause? Wie?
- 5 Was ist in deiner Schule umweltfreundlich und was umweltfeindlich?
- 6 Wie kann man Wasser oder Strom sparen?

Foundation and Higher Tier

- 7 Wie wird die Welt in 50 Jahren sein?
- 8 Was hast du letzte Woche gemacht, um der Umwelt zu helfen?
- 9 Ist Fastfood umweltfreundlich oder nicht?
- 10 Was sind die Vor- und Nachteile von wo du wohnst?

Higher Tier

- 11 Was würdest du in der Welt besser machen und wie?
- 12 Gibt es viel Industrie da, wo du wohnst? Ist das ein Problem? Warum?
- 13 Was findest du umweltfeindlich und warum?
- 14 Gibt es genug Parks und Spielplätze, wo du wohnst? Ist das ein Problem für dich? Warum?
- 15 Wie könntest du weniger Müll zu Hause / in deiner Stadt / in deiner Schule haben?
- 16 Sollen Autos in der Stadtmitte verboten sein? Warum?

Turn over ►

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CONVERSATION CARD E

TOPIC A

Self, Family and Friends / Ich, meine Familie und meine Freunde

Foundation Tier

- 1 Wie heißt du? Wie schreibt man das?
- 2 Wie alt bist du?
- 3 Kannst du dich beschreiben?
- 4 Beschreib, wo du wohnst!
- 5 Wo arbeiten deine Eltern?
- 6 Was für Hobbys hast du? Was möchtest du in der Zukunft machen?

Foundation and Higher Tier

- 7 Was hast du gestern gemacht? Warum?
- 8 Kannst du deinen Charakter / den Charakter von jemandem in deiner Familie beschreiben?
- 9 Wie verstehst du dich mit deiner Familie? Warum?
- 10 Beschreib dein Haus! Gefällt es dir? Warum?

Higher Tier

- 11 Gehst du lieber mit deinen Eltern oder deinen Freunden aus? Warum?
- 12 Hast du oder möchtest du Haustiere? Warum?
- 13 Was wirst du am Wochenende machen?
- 14 Hast du genug Freizeit im Moment? Warum?
- 15 Sind deine Eltern streng oder nicht? Wie findest du das?
- 16 Mit wem bist du letztes Jahr auf Urlaub gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD E**TOPIC B****Health / Die Gesundheit****Foundation Tier**

- 1 Treibst du gern Sport? Warum?
- 2 Was trinkst du gern? Ist das gesund?
- 3 Was isst du gern? Ist das gesund?
- 4 Trinkst du oft Alkohol? Wann machst du das?
- 5 Wie kommst du zur Schule? Warum?
- 6 Wann stehst du auf und wann gehst du ins Bett?

Foundation and Higher Tier

- 7 Isst du lieber am Tisch oder auf dem Sofa vor dem Fernseher? Warum?
- 8 Wann warst du das letzte Mal krank? Was hattest du?
- 9 Wie findest du rauchen? Warum?
- 10 Was wirst du am Wochenende trinken, wenn du mit Freunden ausgehst? Warum?

Higher Tier

- 11 Nehmen viele junge Leute Drogen? Wie findest du das?
- 12 Was hast du letzte Woche gemacht, um fit zu bleiben? War das genug?
- 13 Gibt es ein Alkoholproblem in deiner Stadt?
- 14 Was wirst du machen, um fitter zu werden?
- 15 Muss Musik immer laut sein, um gut zu sein? Ist das gesund?
- 16 Siehst du oft fern? Sitzst du zu lange vor dem Fernseher? Was denkst du?

Turn over ►

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CONVERSATION CARD F

TOPIC A

Education / Die Ausbildung

Foundation Tier

- 1 Wie heißt deine Schule?
- 2 Wie viele Lehrer und wie viele Schüler gibt es an der Schule?
- 3 Beschreib dein Klassenzimmer!
- 4 Welche Fächer lernst du?
- 5 Was machen deine Freunde in den Pausen?
- 6 Beschreib deinen Weg zur Schule!

Foundation and Higher Tier

- 7 Beschreib deine Schuluniform! Trägst du sie gern oder nicht gern? Warum?
- 8 Was möchtest du lieber in der Schule tragen? Warum?
- 9 Wann und wo machst du deine Hausaufgaben? Warum?
- 10 Was hast du gestern nach der Schule gemacht?

Higher Tier

- 11 Was hast du heute vor der Schule gemacht?
- 12 Was hast du gestern in der Mittagspause gemacht?
- 13 Was möchtest du an deiner Schule ändern und warum?
- 14 Wirst du nächstes Jahr an dieser Schule weiter machen? Warum?
- 15 Wie findest du die Lehrer an deiner Schule? Wie könnten sie besser sein?
- 16 Hast du je eine Reise mit der Schule gemacht? Wohin bist du gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD F**TOPIC B****Youth Culture / Die Jugend****Foundation Tier:**

- 1 Hörst du gern Musik? Welche?
- 2 Welche Kleidung trägst du gern? Warum?
- 3 Was ist deine Lieblingssendung im Fernsehen? Beschreib sie!
- 4 Was machst du gern in deiner Freizeit?
- 5 Sparst du dein Geld oder was kaufst du damit?
- 6 Gehst du oft abends aus? Wohin? Mit wem? Und nächstes Wochenende?

Foundation and Higher Tier:

- 7 Wie verstehst du dich mit deinen Freunden / deinen Geschwistern? Warum?
- 8 Was sind die Freizeitmöglichkeiten, wo du wohnst?
- 9 Muss man heutzutage einen Computer und ein Handy haben? Warum?
- 10 Was hast du gestern Abend gemacht?

Higher Tier:

- 11 Was machen junge Leute gern in ihrer Freizeit? Und was wirst du dieses Wochenende machen?
- 12 Junge Leute haben zu viel Stress. Was denkst du?
- 13 Möchtest du später viel Geld haben? Ist man dann immer glücklich?
- 14 Möchtest du später heiraten oder nicht? Warum?
- 15 Wie warst du, als du jünger warst – nett oder laut? Wie bist du jetzt?
- 16 Wo wirst du oder möchtest du später wohnen? Warum?

Turn over ►

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 2005”, which is issued to all centres in the Spring Term.

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