

General Certificate of Secondary Education
June 2008



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

Friday 7 March to Thursday 15 May 2008

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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 period in which tests for each language are to be conducted. For the 2008 examination, therefore, teachers may have access to the material from **Tuesday 4 March 2008** onwards. However, the conduct of the tests must **not** take place until **Friday 7 March 2008**.

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 **Friday 7 March and Thursday 15 May 2008**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be despatched **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 six Foundation Role Play cards, numbered 1 to 6, six Higher Role Play cards numbered 7 to 12 and six 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	A
4, 5, 6	2	9	F
7, 8, 9	3	11	B
10, 11, 12	4	12	E
13, 14, 15	5	8	D
16, 17, 18	6	7	C
19, 20, 21	1	11	B
22, 23, 24	5	9	F
25, 26, 27	4	7	D
28, 29, 30	3	12	A
31, 32, 33	2	10	C
34, 35, 36	6	8	E
37, 38, 39	1	11	D
40, 41, 42	4	10	F
43, 44, 45	5	9	B
46, 47, 48	2	8	A
49, 50, 51	3	7	E
52, 53, 54	6	12	C
55, 56, 57	2	11	F
58, 59, 60	5	7	B
61, 62, 63	6	10	E
64, 65, 66	4	12	C
67, 68, 69	3	9	D
70, 71, 72	1	8	A

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

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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 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 respond but it 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 the 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 2008*, which is issued to all centres in the Spring Term.

Turn over ►

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 German Examination, 2008 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

Turn over ►

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
<p>You are at a concert booking office in Germany. Your teacher will play the part of the booking clerk. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du bist an einer Konzertkasse in Deutschland. Ich bin der/die Angestellte. Du beginnst.</i></p>
<p>1 Say you would like two tickets.</p>	<p>1 <i>Ja.</i></p>
<p>2 Say for which day and time.</p>	<p>2 <i>Das macht vierzig Euro.</i></p>
<p>3 Ask when it ends.</p>	<p>3 <i>Um ...Uhr.</i></p>
<p>4 Say thank you and goodbye.</p>	<p>4 <i>Auf Wiedersehen.</i></p>

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 German visitor about going out together after school. Your teacher will play the part of your German visitor. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem deutschen Freund/ deiner deutschen Freundin. Ich bin dein Freund/deine Freundin. Du beginnst.</i></p>
<p>1 Say where the two of you are going.</p>	<p>1 <i>Prima.</i></p>
<p>2 Say how you are getting there.</p>	<p>2 <i>Ja.</i></p>
<p>3 Say what time you are coming home.</p>	<p>3 <i>O.K.</i></p>
<p>4 Ask your friend where he/she would like to eat.</p>	<p>4 <i>Gehen wir ins Restaurant.</i></p>

Turn over ►

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 are at a bus-station in Austria. Your teacher will play the part of the booking clerk. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist an einem Busbahnhof in Österreich.</i> <i>Ich bin der/die Angestellte.</i> <i>Du beginnst.</i>
1 Say where you would like to go.	1 <i>Ja, gerne.</i>
2 Say what sort of ticket you want.	2 <i>Das kostet zwanzig Euro.</i>
3 Ask when the bus leaves.	3 <i>In zehn Minuten.</i>
4 Ask how long the journey takes.	4 <i>Eine Stunde.</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
<p>You are on holiday in Switzerland. You are unwell and go to see the 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 der Schweiz 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 hier.</i></p>
<p>2 Say what is wrong with you.</p>	<p>2 <i>Ja, ich verstehe.</i></p>
<p>3 Say when you are going home.</p>	<p>3 <i>Gut. Ich gebe Ihnen etwas.</i></p>
<p>4 Ask how much that costs.</p>	<p>4 <i>Dreißig Franken.</i></p>

Turn over ►

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
You are going to stay with your German friend. You arrive much later than expected. Your teacher will play the part of your German friend. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du kommst bei deinem deutschen Freund/ deiner deutschen Freundin an.</i> <i>Ich bin dein Freund/deine Freundin.</i> <i>Du beginnst.</i>
1 Ask what time it is.	1 <i>Elf Uhr.</i>
2 Say you are sorry.	2 <i>Das macht nichts.</i>
3 Say the weather was bad.	3 <i>Ja, ich weiß.</i>
4 Say you would like something to drink.	4 <i>Ja, gerne.</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.**

Candidate's Instructions	Teacher's Script
You are in a tourist information office in Germany. Your teacher will play the part of the assistant. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist in einem Informationsbüro in Deutschland. Ich bin der/die Angestellte. Du beginnst.</i>
1 Say which country you come from.	1 <i>Aha.</i>
2 Say what tourist attraction you would like to visit.	2 <i>Das lohnt sich.</i>
3 Say when you would like to go.	3 <i>Ja, das ist möglich.</i>
4 Ask if there is a bank nearby.	4 <i>Ja, um die Ecke.</i>

Turn over ►

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ROLE-PLAYING SITUATIONS
HIGHER TIER

Turn over ►

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 visiting your German friend's school. Your teacher will play the part of your friend's teacher. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist in einer Schule in Deutschland.</i> <i>Ich bin der Lehrer/die Lehrerin.</i> <i>Du beginnst.</i>
1 Beschreib deine Schule.	1 <i>Interessant.</i> <i>Und wie ist deine Schuluniform?</i>
2 !	2 <i>Wirklich.</i>
3 Sag, welches Fach du am liebsten lernst – und warum.	3 <i>Das ist gut.</i> <i>Und wie lange lernst du schon Deutsch?</i>
4 !	4 <i>Du sprichst aber gut.</i>
5 Sag, was du in Deutschland machen möchtest.	5 <i>Gute Idee.</i>
6 Frag etwas über die Schule in Deutschland.	6 <i>Any suitable reply.</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 telephone your Austrian friend to discuss your future visit. Your teacher will play the part of your Austrian friend. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du telefonierst mit deinem österreichischen Freund/deiner österreichischen Freundin.</i> <i>Ich bin dein Freund/deine Freundin.</i> <i>Du beginnst.</i>
1 Sag, wann du nach Österreich fährst und wie lange du bleibst.	1 <i>Kein Problem.</i> <i>Und wie fährst du zu uns?</i>
2 !	2 <i>Gut.</i>
3 Sag, was du in Österreich sehen möchtest.	3 <i>Das können wir machen.</i> <i>Sag mal, was für Essen magst du nicht gern?</i>
4 !	4 <i>O.K.</i>
5 Frag etwas über dein Zimmer.	5 <i>Any suitable reply.</i>
6 Frag etwas über die Stadt, wo dein Freund/ deine Freundin wohnt.	6 <i>Any suitable reply.</i>

Turn over ►

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
You are in Germany, planning a day trip with your German friend. Your teacher will play the part of your German friend. You speak first.	The teacher will invite the candidate to start by saying the following: <i>Du bist in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.</i> <i>Du beginnst.</i>
1 Sag, wohin du fahren möchtest.	1 <i>Gute Idee.</i>
2 Sag, was du am Tag machen möchtest – zwei Details.	2 <i>O.K.</i> <i>Und wann möchtest du dahinfahren?</i>
3 !	3 <i>Ja, das geht.</i>
4 Frag nach Essensmöglichkeiten.	4 <i>Any suitable reply.</i>
5 Sag etwas über deine Kleidung für den Tag.	5 <i>Prima.</i> <i>Wie möchtest du dahinfahren?</i>
6 !	6 <i>Kein Problem.</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
<p>You are in a shopping centre in Germany with your German friend. You are looking for an item of clothing. Your teacher will play the part of your German friend. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du bist in einem Einkaufszentrum in Deutschland. Ich bin dein Freund/deine Freundin. Du beginnst.</i></p>
<p>1 Sag, was für Kleidung du kaufen willst.</p>	<p>1 <i>Schön. Für wen kaufst du das?</i></p>
<p>2 !</p>	<p>2 <i>Aha.</i></p>
<p>3 Sag, welche Farbe und welche Größe du suchst.</p>	<p>3 <i>Das ist kein Problem. Und wie viel Geld möchtest du dafür ausgeben?</i></p>
<p>4 !</p>	<p>4 <i>O.K.</i></p>
<p>5 Sag, was du später machen möchtest.</p>	<p>5 <i>Gute Idee.</i></p>
<p>6 Frag etwas über das Einkaufszentrum.</p>	<p>6 <i>Any suitable reply.</i></p>

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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
<p>You return to your German friend's house after a morning in his/her school. Your teacher will play the part of the parent of your German friend. You speak first.</p>	<p>The teacher will invite the candidate to start by saying the following: <i>Du kommst bei deinem deutschen Freund/bei deiner deutschen Freundin an.</i> <i>Ich bin der Vater/die Mutter.</i> <i>Du beginnst.</i></p>
<p>1 Sag, was du in der Schule gemacht hast – zwei Details.</p>	<p>1 <i>Wirklich.</i> <i>Und wie war es?</i></p>
<p>2 !</p>	<p>2 <i>Aha.</i></p>
<p>3 Frag etwas über das Mittagessen.</p>	<p>3 <i>Any suitable reply.</i></p>
<p>4 Sag, wohin du heute Nachmittag gehst.</p>	<p>4 <i>Gute Idee.</i> <i>Wann kommst du zurück?</i></p>
<p>5 !</p>	<p>5 <i>O.K.</i></p>
<p>6 Frag etwas über den Abend bei der Familie.</p>	<p>6 <i>Any suitable reply.</i></p>

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 in Switzerland and telephone a restaurant to make a booking for you and some friends. 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 telefonierst mit einem Restaurant in der Schweiz. Ich bin der Manager/ die Managerin. Du beginnst.</i>
1 Sag deinen Namen und an welchem Tag du kommen willst.	1 <i>Gut. Und wie schreiben Sie Ihren Namen, bitte?</i>
2 !	2 <i>Danke.</i>
3 Sag etwas über deine Gruppe.	3 <i>Das ist kein Problem.</i>
4 Sag, wo ihr im Restaurant sitzen wollt.	4 <i>O.K. Und um wie viel Uhr wollen Sie kommen?</i>
5 !	5 <i>Das geht.</i>
6 Frag etwas über das Restaurant.	6 <i>Any suitable reply.</i>

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**SUGGESTED QUESTIONS FOR
CONVERSATION**

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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

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

Foundation Tier:

- 1 Wie heißt du mit Familiennamen? Wie schreibt man das?
- 2 Wie alt bist du? Wann hast du Geburtstag?
- 3 Kannst du dich beschreiben?
- 4 Hast du Geschwister? Wie heißen sie?
- 5 Was machst du gern in deiner Freizeit?
- 6 Wo möchtest du in der Zukunft wohnen?

Foundation and Higher Tier:

- 7 Was hast du letztes Wochenende gemacht?
- 8 Kannst du den Charakter von deinem besten Freund / deiner besten Freundin beschreiben?
- 9 Wie verstehst du dich mit deinen Eltern? Warum?
- 10 Magst du Haustiere? Warum / nicht?

Higher Tier:

- 11 Was wirst du in den nächsten Sommerferien machen?
- 12 Hast du genug Taschengeld? Warum / nicht?
- 13 Was ist das Beste und das Schlechteste an deinem Charakter?
- 14 Was wirst du am Wochenende machen, um deiner Familie zu helfen?
- 15 Wohin fährst du in deiner Freizeit mit deiner Familie? Was macht ihr?
- 16 Sind Freunde wichtig? Warum / nicht?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD A**TOPIC B****Health / Die Gesundheit****Foundation Tier:**

- 1 Treibst du gern Sport? Warum?
- 2 Was isst du normalerweise zum Mittagessen, wenn du in der Schule bist? Ist das gesund?
- 3 Trinkst du Alkohol? Wann machst du das?
- 4 Gehst du oft zu Fuß oder fährst du immer mit dem Auto oder dem Bus? Warum?
- 5 Gehst du früh ins Bett? Warum / nicht?
- 6 Was machst du, um weniger Stress zu haben?

Foundation and Higher Tier:

- 7 Was wirst du in der Zukunft machen, um fit zu bleiben?
- 8 Raucht deine Familie oder rauchen deine Freunde? Wie findest du das?
- 9 Wann warst du das letzte Mal krank?
- 10 Was hast du gestern Abend gegessen? War es gesund?

Higher Tier:

- 11 Sind Drogen ein Problem in deiner Stadt?
- 12 Was hast du am Wochenende für deine Gesundheit gemacht?
- 13 Viele Jugendliche sitzen lange vor dem Fernseher. Wie findest du das?
- 14 Ist laute Musik eine gute Idee?
- 15 Warum sind so viele Leute unfit?
- 16 Sollte es total verboten sein, in Bars und Restaurants zu rauchen? Warum / nicht?

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.
-

CONVERSATION CARD B

TOPIC A

Education / Die Ausbildung

Foundation Tier:

- 1 Beschreib deine Schule!
- 2 Welche Fächer lernst du?
- 3 Welches Fach hast du nicht gern? Warum?
- 4 Was machst du in den Pausen?
- 5 Beschreib einen Lehrer / eine Lehrerin an deiner Schule!
- 6 Welche Sportarten treibst du in der Schule?

Foundation and Higher Tier:

- 7 Beschreib deine Schuluniform! Wie findest du sie? Warum?
- 8 Was hast du heute vor der Schule gemacht?
- 9 Was möchtest du heute nach der Schule machen?
- 10 Beschreib einen normalen Schultag!

Higher Tier:

- 11 Sind Hausaufgaben wichtig? Warum / nicht?
- 12 Wirst du nächstes Jahr eine Stelle suchen oder weiter lernen? Warum?
- 13 Was gefällt dir nicht an deiner Schule? Warum?
- 14 Wie würdest du deine Schulroutine ändern? Warum?
- 15 Verstehst du dich gut mit allen deinen Lehrern? Warum / nicht?
- 16 Hast du schon einmal einen Ausflug mit deiner Schule gemacht? Wohin bist du gefahren?
Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

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

- 1 Wie oft fährst du mit dem Auto oder dem Bus? Wohin?
- 2 Gibt es zu viel Verkehr, wo du wohnst?
- 3 Ist deine Schule umweltfreundlich? Was macht ihr und warum?
- 4 Wie kann man Wasser oder Strom sparen?
- 5 Recycelst du zu Hause? Wie?
- 6 Wie kann man umweltfreundlich sein, wenn man einkaufen geht?

Foundation and Higher Tier:

- 7 Wie kann man Tieren und Pflanzen helfen?
- 8 Wie wird deine Stadt in zwanzig Jahren sein?
- 9 Was hast du neulich gemacht, um der Umwelt zu helfen?
- 10 Ist Fastfood umweltfreundlich oder nicht? Warum?

Higher Tier:

- 11 Was würdest du in der Welt ändern, wenn du viel Geld hättest?
- 12 Sollten Autos in der Stadtmitte verboten sein? Warum / nicht?
- 13 Gibt es genug Parks und Sportzentren, wo du wohnst? Ist das ein Problem? Warum?
- 14 Wie findest du organisches Obst und Gemüse? Warum?
- 15 Wie könntest du dein Haus oder deine Wohnung umweltfreundlicher machen?
- 16 Ist das Klima jetzt anders als in früheren Jahren? Wieso?

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

Career and Future Plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Welche Fächer lernst du in der Schule?
- 2 Welche Fächer sind wichtig für deine Zukunft? Warum?
- 3 Hast du einen Freizeitjob? Was machst du? Wann?
- 4 Was sind deine Eltern von Beruf?
- 5 Wo möchtest du nicht gern arbeiten? Warum?
- 6 Was machst du in den kommenden Sommerferien?

Foundation and Higher Tier:

- 7 Möchtest du im Ausland arbeiten? Warum / nicht?
- 8 Ist Geldverdienen wichtig? Warum / nicht?
- 9 Hast du ein Arbeitspraktikum gemacht? Wie hast du es gefunden?
- 10 Ist es schwer, einen Job in deiner Stadt zu finden?

Higher Tier:

- 11 Willst du später auf die Universität gehen? Warum / nicht?
- 12 Was für eine Arbeit würdest du ideal finden? Warum?
- 13 Was wirst du im kommenden September machen?
- 14 Was würdest du dir kaufen, wenn du in der Zukunft viel Geld verdienen würdest?
- 15 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum / nicht?
- 16 Möchtest du später heiraten und Kinder haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

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

- 1 Was für Kleidung trägst du gern, wenn du ausgehst? Warum?
- 2 Was liest du gern? Warum?
- 3 Siehst du oft fern? Was? Warum?
- 4 Gehst du am Wochenende oft aus? Wohin? Mit wem?
- 5 Wie bekommst du Taschengeld? Was machst du mit deinem Geld?
- 6 Was machst du, wenn die Schule aus ist?

Foundation and Higher Tier:

- 7 Was hast du letzten Samstag gemacht?
- 8 Hast du einen Computer zu Hause? Wofür brauchst du ihn?
- 9 Was machst du in den kommenden Sommerferien?
- 10 Kommst du gut mit deinen Eltern oder deinen Geschwistern aus? Warum?

Higher Tier:

- 11 Viele junge Leute trinken und rauchen. Wie findest du das?
- 12 Ist es eine gute Idee, einen Freizeitjob zu haben? Warum / nicht?
- 13 Wie möchtest du dein Leben ändern?
- 14 Was sind die größten Probleme für junge Leute?
- 15 Möchtest du gern reisen? Wohin? Warum?
- 16 Was machst du, um dich zu entspannen?

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**.
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CONVERSATION CARD D

TOPIC A

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

Foundation Tier:

- 1 Wie heißt du mit Familiennamen? Wie schreibt man das?
- 2 Wie alt bist du? Wann hast du Geburtstag?
- 3 Kannst du dich beschreiben?
- 4 Hast du Geschwister? Wie heißen sie?
- 5 Was machst du gern in deiner Freizeit?
- 6 Wo möchtest du in der Zukunft wohnen?

Foundation and Higher Tier:

- 7 Was hast du letztes Wochenende gemacht?
- 8 Kannst du den Charakter von deinem besten Freund / deiner besten Freundin beschreiben?
- 9 Wie verstehst du dich mit deinen Eltern? Warum?
- 10 Magst du Haustiere? Warum / nicht?

Higher Tier:

- 11 Was wirst du in den nächsten Sommerferien machen?
- 12 Hast du genug Taschengeld? Warum / nicht?
- 13 Was ist das Beste und das Schlechteste an deinem Charakter?
- 14 Was wirst du am Wochenende machen, um deiner Familie zu helfen?
- 15 Wohin fährst du in deiner Freizeit mit deiner Familie? Was macht ihr?
- 16 Sind Freunde wichtig? Warum / nicht?

SUGGESTED QUESTIONS FOR CONVERSATION

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

- 1 Wie oft fährst du mit dem Auto oder dem Bus? Wohin?
- 2 Gibt es zu viel Verkehr, wo du wohnst?
- 3 Ist deine Schule umweltfreundlich? Was macht ihr und warum?
- 4 Wie kann man Wasser oder Strom sparen?
- 5 Recycelst du zu Hause? Wie?
- 6 Wie kann man umweltfreundlich sein, wenn man einkaufen geht?

Foundation and Higher Tier:

- 7 Wie kann man Tieren und Pflanzen helfen?
- 8 Wie wird deine Stadt in zwanzig Jahren sein?
- 9 Was hast du neulich gemacht, um der Umwelt zu helfen?
- 10 Ist Fastfood umweltfreundlich oder nicht? Warum?

Higher Tier:

- 11 Was würdest du in der Welt ändern, wenn du viel Geld hättest?
- 12 Sollten Autos in der Stadtmitte verboten sein? Warum / nicht?
- 13 Gibt es genug Parks und Sportzentren, wo du wohnst? Ist das ein Problem? Warum?
- 14 Wie findest du organisches Obst und Gemüse? Warum?
- 15 Wie könntest du dein Haus oder deine Wohnung umweltfreundlicher machen?
- 16 Ist das Klima jetzt anders als in früheren Jahren? Wieso?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

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CONVERSATION CARD E

TOPIC A

Education / Die Ausbildung

Foundation Tier:

- 1 Beschreib deine Schule!
- 2 Welche Fächer lernst du?
- 3 Welches Fach hast du nicht gern? Warum?
- 4 Was machst du in den Pausen?
- 5 Beschreib einen Lehrer / eine Lehrerin an deiner Schule!
- 6 Welche Sportarten treibst du in der Schule?

Foundation and Higher Tier:

- 7 Beschreib deine Schuluniform! Wie findest du sie? Warum?
- 8 Was hast du heute vor der Schule gemacht?
- 9 Was möchtest du heute nach der Schule machen?
- 10 Beschreib einen normalen Schultag!

Higher Tier:

- 11 Sind Hausaufgaben wichtig? Warum / nicht?
- 12 Wirst du nächstes Jahr eine Stelle suchen oder weiter lernen? Warum?
- 13 Was gefällt dir nicht an deiner Schule? Warum?
- 14 Wie würdest du deine Schulroutine ändern? Warum?
- 15 Verstehst du dich gut mit allen deinen Lehrern? Warum / nicht?
- 16 Hast du schon einmal einen Ausflug mit deiner Schule gemacht? Wohin bist du gefahren?
Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

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

- 1 Was für Kleidung trägst du gern, wenn du ausgehst? Warum?
- 2 Was liest du gern? Warum?
- 3 Siehst du oft fern? Was? Warum?
- 4 Gehst du am Wochenende oft aus? Wohin? Mit wem?
- 5 Wie bekommst du Taschengeld? Was machst du mit deinem Geld?
- 6 Was machst du, wenn die Schule aus ist?

Foundation and Higher Tier:

- 7 Was hast du letzten Samstag gemacht?
- 8 Hast du einen Computer zu Hause? Wofür brauchst du ihn?
- 9 Was machst du in den kommenden Sommerferien?
- 10 Kommst du gut mit deinen Eltern oder deinen Geschwistern aus? Warum?

Higher Tier:

- 11 Viele junge Leute trinken und rauchen. Wie findest du das?
- 12 Ist es eine gute Idee, einen Freizeitjob zu haben? Warum / nicht?
- 13 Wie möchtest du dein Leben ändern?
- 14 Was sind die größten Probleme für junge Leute?
- 15 Möchtest du gern reisen? Wohin? Warum?
- 16 Was machst du, um dich zu entspannen?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

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CONVERSATION CARD F

TOPIC A

Career and Future Plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Welche Fächer lernst du in der Schule?
- 2 Welche Fächer sind wichtig für deine Zukunft? Warum?
- 3 Hast du einen Freizeitjob? Was machst du? Wann?
- 4 Was sind deine Eltern von Beruf?
- 5 Wo möchtest du nicht gern arbeiten? Warum?
- 6 Was machst du in den kommenden Sommerferien?

Foundation and Higher Tier:

- 7 Möchtest du im Ausland arbeiten? Warum / nicht?
- 8 Ist Geldverdienen wichtig? Warum / nicht?
- 9 Hast du ein Arbeitspraktikum gemacht? Wie hast du es gefunden?
- 10 Ist es schwer, einen Job in deiner Stadt zu finden?

Higher Tier:

- 11 Willst du später auf die Universität gehen? Warum / nicht?
- 12 Was für eine Arbeit würdest du ideal finden? Warum?
- 13 Was wirst du im kommenden September machen?
- 14 Was würdest du dir kaufen, wenn du in der Zukunft viel Geld verdienen würdest?
- 15 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum / nicht?
- 16 Möchtest du später heiraten und Kinder haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD F**TOPIC B****Health / Die Gesundheit****Foundation Tier:**

- 1 Treibst du gern Sport? Warum?
- 2 Was isst du normalerweise zum Mittagessen, wenn du in der Schule bist? Ist das gesund?
- 3 Trinkst du Alkohol? Wann machst du das?
- 4 Gehst du oft zu Fuß oder fährst du immer mit dem Auto oder dem Bus? Warum?
- 5 Gehst du früh ins Bett? Warum / nicht?
- 6 Was machst du, um weniger Stress zu haben?

Foundation and Higher Tier:

- 7 Was wirst du in der Zukunft machen, um fit zu bleiben?
- 8 Raucht deine Familie oder rauchen deine Freunde? Wie findest du das?
- 9 Wann warst du das letzte Mal krank?
- 10 Was hast du gestern Abend gegessen? War es gesund?

Higher Tier:

- 11 Sind Drogen ein Problem in deiner Stadt?
- 12 Was hast du am Wochenende für deine Gesundheit gemacht?
- 13 Viele Jugendliche sitzen lange vor dem Fernseher. Wie findest du das?
- 14 Ist laute Musik eine gute Idee?
- 15 Warum sind so viele Leute unfit?
- 16 Sollte es total verboten sein, in Bars und Restaurants zu rauchen? Warum / nicht?

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