

Edexcel GCSE

German

Unit 2: Speaking in German

Controlled Assessment
Valid from September 2009 to May 2011

Paper Reference

5GN02/2A
5GN02/2B

You do not need any other materials.

These possible controlled assessment tasks are valid from September 2009 to May 2011.

5GN02/2A

- For assessment in the Summer series centres must submit their task marks and moderation sample(s) by 15 May of the assessment year.
- For assessment in January 2011 centres must submit their task marks and moderation sample(s) by 10 January 2011.

5GN02/2B

- For assessment in the Summer series centres must submit their task marks by 15 May of the assessment year.
- For assessment in January 2011 centres must submit their task marks by 10 January 2011.

Please note that these controlled assessment tasks will be subject to review every two years.

Further guidance can be found on the Edexcel website (www.edexcel.com).

Turn over ►

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Unit 2: Introduction to sample stimuli

The new GCSE specification allows for maximum flexibility in the controlled assessment of speaking. The stimuli in this document are made available for you to use in a variety of ways, according to what will be best in your local situation.

NOTE: The examples of stimuli in this document relate exclusively to the **open interaction** task type. It is envisaged that the stimuli for both picture-based discussions and presentations with follow-on questions and answers could be sourced or suggested by candidates directly or are generally more straightforward to set. Please consult the sample assessment materials on the Edexcel website for an indication of possible tasks. **Centres are free to produce their own Controlled Assessment tasks.**

Open interactions

- 1 You may use any of these stimuli 'as they stand'. It is perfectly acceptable to make copies and use them without any adaptation or customisation.
- 2 You may want to customise them in one or more of the following ways:
 - (a) Simplify them so that the tasks are more readily accessible to less able candidates. For example, you could remove some of the bullet points or you could amend the rubrics so that what candidates have to prepare is less demanding.
 - (b) Make them more demanding so that they provide more opportunities for high attaining candidates to reach the highest mark bands. For example, you could add further bullet points or intensify the rubric so that it places a greater linguistic demand on candidates.
 - (c) Adapt a stimulus to your local context, or tailor it to the interests and aptitudes of your own candidates.
 - (d) Transfer a stimulus into the target language. The stimuli given here are all in English, so that they can be used for assessing any of Edexcel's modern foreign languages. However, it is quite in order for a candidate to be given a stimulus in the language to be assessed if this is appropriate to the task scenario and context (e.g. if set in a French/German/Spanish/Italian/Urdu/Chinese language country).
 - (e) Use a stimulus as a starting point upon which to devise one of your own which is entirely tailored to your candidates' needs and interests.

Customising tasks - Examples and points to consider

(a) Simplifying tasks:

Media and culture Stimulus 3

You could shorten the rubric by removing or shortening some of the phrases in the advertisement:

E.g. remove 'DESIGN AND PRINT YOUR OWN T-SHIRTS' and 'MYSTERY GUESTS'
Shorten 'RESTAURANT OPEN ALL DAY' to 'RESTAURANT'

Sport and leisure Stimulus 1

You could simplify the 'leaflet':

E.g. remove phrases such as 'Half price after 3pm', 'Booking essential', 'Firework display'.

Business, work and employment Stimulus 1

You could remove some of the more demanding bullet points:

E.g. remove 'your opinion of the work' and 'reasons for wanting to work abroad'.

Travel and tourism Stimulus 2

You could remove some of the more demanding bullet points:

E.g. remove 'which places you would recommend for teenage children and why'.

It is quite acceptable for differentiated versions of the same stimulus to be given to different candidates. In simplifying tasks it is important to remember that candidates still should have opportunities to 'show what they can do'.

The stimuli presented here all contain bullet points although it is, of course, possible to produce stimuli in different formats. It is possible that subsequent Edexcel-produced stimuli may feature some that are not in bullet point format. There is no prescribed minimum or maximum number of bullet points. Removing bullet points *may* simplify a task for some candidates but, paradoxically, it *may* make a task harder because it compels candidates to use their own initiative more. A long list of bullet points may give candidates the security of a 'framework' around which to build the interaction which may be helpful to weaker candidates. If however, a candidate omits one or more of the bullet points then this could impact on the total marks available. The best way around this in many situations is to phrase the rubric in such a way that the candidate is not under compulsion to include them all.

(b) Making tasks more demanding

Travel and tourism Stimulus 3

You could add to the bullet points so that candidates have to talk in detail about the conference or wedding facilities. You could add to the 'advertisement' details about the house's history and owners.

Business, work and employment Stimulus 3

You could add to the advertisement details (possibly technical) of specific gadgets, e.g. mobile phone, mp3 player, etc, etc. You could add bullet points telling candidates to give full details of one (or more) of these.

In making the tasks more demanding it is helpful to refer to the marking criteria. Look at the criteria for the highest bands and then think about how the task may encourage your most able candidates to reach these bands. For example, for a 'Range of Language' mark of 5 a candidate has to demonstrate 'unambiguous use of tenses'. You might want to ensure that the stimulus provides plenty of opportunities for them to do this. In the bullet points for any of the tasks you could make specific reference to time frames so that the candidate is steered towards demonstrating that they can handle different tenses. For a 'Range of Language' mark of 6 a candidate has to use a 'wide range of appropriate vocabulary including complex lexical items'. Again, you might want to ensure that the stimulus provides opportunities for candidates to do this.

Be aware that merely adding to a list of bullet points may *appear* to make a task more demanding, but in fact may not do so. If the bullet points cause candidates to use a 'limited and repetitive range of vocabulary and structures', for example, the candidates will not have the opportunity to score more than 2 for 'Range of Language'. For 'Accuracy' if they only produce 'simple, pre-learnt stereotypes' in response to the bullet points they will, again, not score more than 2 marks. Some of the best stimuli for high attaining candidates are those which provide the least 'structure' and force candidates to tap into their own creativity and resourcefulness.

(c) Adapting a stimulus to your local context

It is often more interesting and motivating for candidates if their stimulus is based on something familiar to them. For example, Sport and Leisure Stimulus 2 could be based on an actual sports centre in your locality, or it could be based on a leisure facility in an area of the target language country which candidates have visited. Business, work and employment Stimulus 3 could be based on an actual company where your candidates have undertaken work experience. Be as imaginative as you wish, but bear in mind the vocabulary and linguistic structures with which the candidate is familiar.

(d) Transferring the stimulus to the target language

It is perfectly acceptable for a candidate to use a target language stimulus. You could translate the stimuli given here into the relevant language. Bear in mind, though, that the 'context' still needs to be realistic. Is there a reason why a leaflet advertising a local sports centre (Sport and Leisure Stimulus 2), for example, should be in French, Spanish, German, Italian, Urdu or Chinese?

In deciding whether to use a target language or an English stimulus, there are views both ways. Using a target language stimulus may be supportive for less able candidates because much of the necessary vocabulary appears on the stimulus (assuming it is language they are familiar with) and they do not have to rely on their memory quite so much: they can work through the task and gain *some* marks. However, candidates do not gain credit for language lifted from the stimulus or for language 'conceded' by the teacher-examiner, so for more able candidates using a target language stimulus may actually make it *harder* for them to score high marks. They need to make sure that they provide plenty of language of their own rather than relying on what is on the sheet.

It should be noted that it is perfectly acceptable to simulate possible 'interactions' that could arise in target-language countries (e.g. You are working as a tourist representative in Germany and consult the following information ...)

(e) Using a stimulus as a starting point to devise your own

Examples:

Sport and leisure Stimulus 3

You could substitute some or all of the activities listed for ones of your own choosing. You could remove or change bullet points.

Media and culture Stimulus 1

You could change the nature of the event, substituting, for example, a 'film week', an 'arts week', a 'festival of music from around the world' etc, etc. You could remove or change bullet points.

In writing your own stimuli you must ensure that there is a minimal amount of text up to a maximum of 70 words. The stimulus can feature visual prompts and additional language in the form of a text, leaflet, poster, etc, to convey the scenario etc.

It is a regulation that stimuli should be 'refreshed' at least every two years. The idea here is not that they need to be entirely re-written from scratch, but that they should be tweaked, for example by changing bullet points and altering some of the content of the 'text', etc. The intention is to prevent candidates from using a stimulus with which they might already be familiar. They should see their stimulus no more than two weeks ahead of taking the task.

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A: Media and culture

CITY COLLEGE LANGUAGES AND CULTURE WEEK

COME AND TALK TO OUR LANGUAGE STUDENTS
10.00 a.m. – 7.00 p.m. Monday to Friday

PHOTO DISPLAYS



FASHION SHOWS



FILMS



MUSIC



COMPETITIONS WITH PRIZES

FOODS



Information for candidates

Situation:

You are helping your local college to set up the annual Languages & Culture Event. A German speaking visitor wants to know what activities are available. Your teacher will play the part of the visitor and will start the conversation.

Task:

He/she is going to ask you about:

- what the college is doing
- what languages are taught
- what he/she can see and do
- what the event was like last year
- how long the event is on for.

You should also be prepared to ask questions to find out about the visitor.

A: Media and culture

INTERNATIONAL FASHION EXHIBITION

Monday 12 June – Saturday 17 June
10:00 a.m. – 10:00 p.m.

DAILY CELEBRITY
FASHION SHOW

FABRIC DESIGN
DEMONSTRATIONS

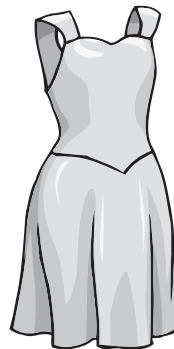
CLOTHES FROM
AROUND THE
WORLD



CHILDREN'S
ACTIVITIES



DESIGN AND
PRINT YOUR
OWN
T-SHIRTS



MYSTERY
GUESTS

WI-FI AREA

RESTAURANT OPEN
ALL DAY

TICKETS ONLY £10

£5 FOR CHILDREN
UNDER 16

Information for candidates

Situation

You have been asked to help at this International Fashion Exhibition. Your job is to greet visitors from Germany and tell them about the event.

Your teacher will play the part of a German speaking visitor and will start the conversation.

Task

He/she is going to ask you about:

- the cost of entry
- what there is to see and do
- what activities you recommend and why
- the facilities available
- the popularity of the event.

You should also be prepared to ask questions to find out about the visitor.

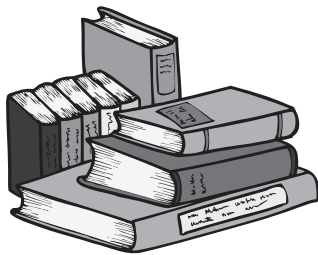
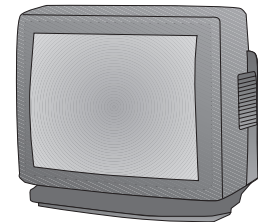
A: Media and culture

Tell us what **you** want to hear on a new radio station for young people.

Films



News



Celebrities

Information for candidates

Situation

You are going to be interviewed by a German speaking student about setting up a new radio station for young people.

Your teacher will play the part of the German speaking student and will start the conversation.

Task

He/she is going to ask you:

- about yourself
- why it is a good idea to have a student radio station
- what you want to hear on the station and why
- whether you are interested in helping to make programmes
- why it is important to hear programmes in different languages.

Be prepared to ask questions in your discussion.

SPORTS CENTRE

Judo

Mon/Wed/Fri
8.30 p.m.–10.30 p.m.

Badminton

Daily
£4 per hour

Swimming

Daily 9.30 a.m.–10.30 p.m.
Main pool

Gymnastics Club

Ask for details

Fitness Gym

Open daily

Snack bar

Crèche facilities

Sauna and steam room

Weekly/monthly/annual memberships available
Contact Reception

Information for candidates

Situation

Your German speaking neighbour has just moved into the area and wants information about the local sports centre.

Your teacher will play the part of the neighbour and will start the conversation.

Task

He/she is going to ask you about:

- what sports are available, and when
- what other facilities are available
- how much it costs to be a member
- how often you go to the centre
- what sports you have done
- what other activities you would like to do.

Be prepared to ask questions in your discussion.

B: Sport and leisure



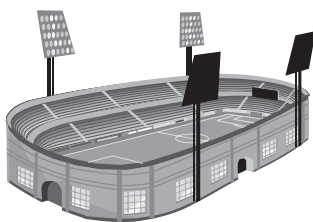
Highton Towers Theme Park

Open daily 10.00 a.m. – 6.00 p.m.
Half price after 3 pm



Barnfield's Circus

Performances 2.00 p.m. and 7.00p.m.
Tuesday to Saturday



Football stadium tour

Enjoy a visit to Highton United
Special rates for groups



Go-Karting

Be a whizz round the circuit!
Booking essential



Highton Zoo

Open daily 9.00 a.m. – 8.00 p.m.
Feeding the lions at 10.30 a.m. and 3.30 p.m.



Concert in the Park

Top bands – concert at 9.00 p.m.
Firework display

Information for candidates

Situation

Your German speaking friend is staying with you for three weeks and you show him/her a leaflet about leisure activities in your area.

Your teacher will play the part of your friend and will start the conversation.

Task









He/she is going to ask you:

- about some of the places you have visited
- what you think of them

You should also be prepared to ask questions to find out what your friend is interested in.

B: Sport and leisure

JUNE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8  	9	10  	11	12  	13  	14
15	16	17	18	19	20	21

Information for candidates

Situation

A German speaking friend is coming to stay with you and you are discussing the visit. Your teacher will play the part of the friend and will start the conversation.

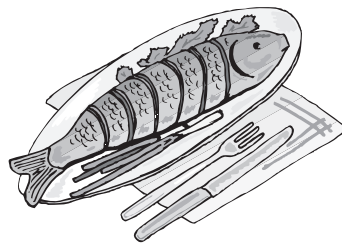
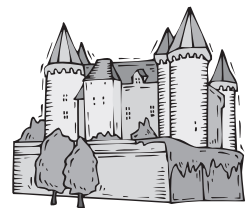
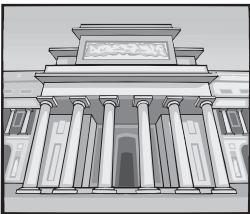
Task

He/she is going to ask you about:

- how you spend your spare time
- leisure activities in the area
- what outings you are planning
- food and drink
- your friends.

Be prepared to ask questions in your discussion.

C: Travel and tourism



Information for candidates

Situation

You are being interviewed by a reporter from a German language magazine who wishes to write an article about a visit you have made.

Your teacher will play the part of the German speaking reporter and will start the conversation.

Task

He/she is going to ask you:

- where you went and how you travelled
- where you stayed and what you ate
- what you did and what you saw
- what you thought of the trip
- about any differences between the place you have visited and where you live
- where you would like to go in the future and why.

Be prepared to ask questions in your discussion.

C: Travel and tourism

Blickling Hall, Gardens and Park

Norfolk



Beautiful stately home
Beautiful gardens
Excellent venue for weddings
Conference venue
Restaurant and tea room
Souvenir shop

Daily Excursions from Tourist Office – March to October

Departure: 10.00 a.m.

Return: 6.00 p.m.

Price:

Adults	£12
Children (under 16)	£7.50

Price includes: Coach travel
Admission charges to hall and gardens

Summer offer: Lunch Buy two adult meals,
get one child meal free
Reserve when booking

Afternoon Buy a sandwich, get a cup of tea free

Information for candidates

Situation

You are working at your local tourist information office at the weekend. A German speaking tourist comes in to ask for information about a local attraction. Your teacher will play the part of the tourist and will start the conversation.

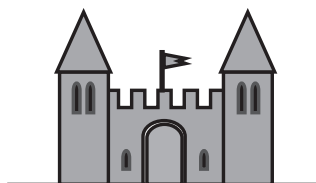
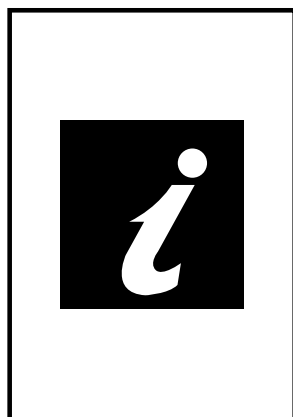
Task

He/she is going to ask you

- what Blickling Hall has to offer
- about opening times and prices
- how to get there
- about special offers
- if you have been there and what you thought of it.

Be prepared to ask questions in your discussion.

C: Travel and tourism



Information for candidates

Situation

You are doing work experience in a local Tourist Information Centre when a German speaking family with teenage children arrives. Your teacher will play the part of a member of the family and will start the conversation.

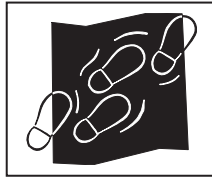
Task

He/she is going to ask you about:

- suitable family accommodation in your area
- transport
- restaurants
- places of interest
- which places you would recommend for teenage children and why
- facilities available in the town.

Be prepared to ask questions in your discussion.

D: Business, work and employment



Shoefit

Shoes and accessories for all

Information for candidates

Situation

You have a weekend job in this shoe shop in the town where you live. Now you are staying with a family in Berlin. You are talking about your job and the possibility of working in Germany next summer.

Your teacher will play the part of a member of the family and will start the conversation.

Task

He/she is going to ask you about:

- where you work at the weekend
- pay and working hours
- your opinion of the work
- reasons for wanting to work abroad
- your interests and skills.

Be prepared to ask questions in your discussion.



Horizons-4-U

Specialists in jobs abroad for people of all ages

- Customer Service
- Human resources
- Sales and marketing
- Accountancy
- Translation

Preliminary interviews in your chosen language will be held locally

Information for candidates

Situation

You want to spend a year in Germany and have applied to work there. You are called for an interview.

Your teacher will play the part of the interviewer and will start the conversation.

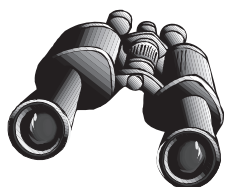
Task

He/she is going to ask you about:

- why you want to spend a year abroad
- your interests and skills
- your education
- any work experience
- your future plans.

Be prepared to ask questions in your discussion.

> Gadget >> express >>>



Latest products from around the world



Welcome to our offices

Ground floor: reception, dining room

First floor: offices, men's toilets

Second floor: meeting rooms, women's toilets

Third floor: boardroom

Information for candidates

Situation

You are on work experience in a company dealing in the distribution of gadgets. You have been asked to look after a visitor from Germany who has come for a meeting. Your teacher will play the part of the visitor and will start the conversation.

Task

He/she is going to ask you:

- about yourself
- about your work experience here
- if you like the work and why
- about facilities in the building
- where and when the meeting will take place.

Be prepared to ask questions in your discussion.

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