

General Certificate of Secondary Education

GERMAN

Speaking Foundation Tier

Teacher/Examiner Booklet

7 MARCH – 15 MAY 2007

F 2362/2365



* G U P / T 3 2 6 6 1 *

- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available this confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/examiners must ensure sufficient time to familiarise themselves with the materials and procedures. Materials must not be removed from the Centre.
- Great care should be taken that the confidential information given to teacher/examiners in this booklet does not reach any candidates directly or indirectly.

This document consists of **41** printed pages and **3** blank pages.

RANDOM ORDER SHEET

Candidates should be examined in accordance with the random order below.

The card is changed after every candidate. If a break in examining occurs (e.g. overnight, lunch etc.) during the sequence, start again after the break with the next card in order to maintain security.

Candidate order:	Card Number
1	8
2	10
3	9
4	1
5	3
6	2
7	12
8	11
9	7
10	6
11	5
12	4
13	12
14	4
15	8
16	10
17	1
18	6
19	11
20	3
21	7
22	5
23	9
24	2
25	2
26	1
27	3
28	4
29	5
30	6
31	7
32	8
33	9
34	10
35	11
36	12

If there are more candidates than this table allows for, please begin the sequence again.
You may photocopy or detach this sheet so that you have it more conveniently in front of you.

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR FRENCH, GERMAN, GUJARATI AND SPANISH AND ANY COMMENTS IN THE EXAMINER'S/MODERATOR'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.

Security of Test Material

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

Quiet conditions

These are essential. The examination room should be free from any noise and disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the Role-play tasks.

The candidate is not allowed to make written notes during the preparation time.

There should be no contact between candidates preparing and those who have finished the test.

Invigilation

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

Dictionaries

No access to dictionaries is allowed during the preparation time or during the examination.

Supporting material

For the Presentation candidates may take into the preparation room and examination a cue card with up to five **short** headings on it. No other written notes are allowed and candidates must not make any notes during the preparation time. Illustrations may be used to support the Presentation (e.g. a family photograph). However, no hieroglyphics are allowed.

The Conduct of the Speaking Test

The Foundation Tier test will last 10-12 minutes.

The first candidate at each session should be given a maximum of 12 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Unit 2362F (Externally Assessed Speaking)

Centres which have entered for external assessment (Unit 2362) must record all candidates and send all the recordings to the external Examiner.

Unit 2365F (Internally Assessed Speaking)

Centres which have chosen to assess their own candidates (Unit 2365) must record all candidates and compile a sample to send to the Moderator. The remaining recordings should be retained in case any samples go missing or the Moderator needs a further sample.

Sample Size for Unit 2365F

Centres should send a sample of **8** candidates covering the mark range **9-39**. The sample should include recordings of candidates examined by each of the teacher/examiners involved, if possible. The marks of candidates in the sample should be representative of the whole entry and should be evenly spread. The whole of a candidate's test should be sent, i.e. Role-plays for both Section 1 and Section 2, Presentation, Discussion and General Conversation.

Recording the tests

Recording should start on side A and continue on side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side, teacher/examiners should say '**no more recordings on this side**'.

Centres **must not** record Foundation and Higher Tier candidates on the same cassette; please use separate cassettes for each of the two Tiers. Foundation and Higher Tier cassettes **must** be packed and sent in separate envelopes.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the external Examiner/Moderator, teacher/examiners are asked to ensure that cassettes are rewound to the beginning of Side A and that the cassette labels provided are completed. Cassettes should also be clearly identified.

Completion of Mark Sheets

(a) Assessment by External Examiner (Unit 2362F)

The teacher/examiner must complete an individual mark sheet for **each** candidate with:

- candidate number and name
- Centre number
- name of teacher/examiner
- date of test
- number of card used
- Presentation topic
- titles of topics for General Conversation

When the tests are complete, you must send the following to the Examiner:

- all Attendance Registers for Unit 2362F
- all individual mark sheets
- the clearly labelled recordings of all candidates' tests

NB Please ensure that all cassettes are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes be packed securely to ensure safe delivery.

The Examinations Officer at your Centre will receive the name and address of the Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Examiner no later than May 15.**

(b) Internal assessment by teacher/examiner with moderation by OCR (Unit 2365F)

The teacher/examiner must complete an individual mark sheet for **each** candidate in accordance with the instructions provided. The mark must be transferred to the appropriate summary computer mark sheet (MS1/EDI), in accordance with the 'Instructions Relating to the Moderation of Marks'.

When the tests are complete:

- Send the marks to OCR.
- Send to the Moderator:
 - the sample of recordings clearly labelled and rewound to the beginning (it is essential that cassettes be packed securely to ensure their safe delivery)
 - the individual mark sheets for **all** candidates entered for Unit 2365F
 - the completed Moderator copy of the MS1/EDI form
 - copies of any correspondence with OCR relating to requests for special consideration

- The Centre copy of the MS1/EDI form should be retained in the Centre.

The Examinations Officer at your Centre will receive the name and address of the Moderator. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Moderator no later than May 15.** Any subsequent requests from the Moderator (e.g. to reconsider the Centre's order of merit or to supply further samples of work) should be acted upon with the minimum of delay.

Absent Candidates

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter:

- either** to the Moderator – the candidate's completed individual mark sheet
- or** to the external Examiner – the candidate's mark sheet and the recording of the test

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

Elements of the Test (10-12 minutes approx)

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part that is omitted.

Section 1 Role-play
 Section 2 Role-play
 Presentation (1 minute)
 Discussion of candidate's presentation (2 minutes)
 General Conversation on 2 topics (4-5 minutes)

SPEAKING MARK SCHEME
Foundation Tier

Section 1 Role-play	Communication	8 marks
Section 2 Role-play	Communication	8 marks
Presentation	Communication	4 marks
Discussion and conversation	Communication	10 marks
Overall linguistic quality	Accuracy	20 marks
Total		50 marks

Section 1 Role-play 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role-play 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate message or is fed the answer by the examiner.

Presentation – Communication 4 marks

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	Absolutely nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks

Discussion of Presentation and Conversation – Communication 10 marks

10	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks.

Linguistic quality – covers the whole examination except the Presentation 20 marks

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks.

General Notes (Role-plays, Sections 1 and 2)

General marking principles The basic principle is that marks are to be awarded when the candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English. A short utterance that conveys **the full message of the task** may be awarded the full marks available for that particular task. Examples given in this booklet, particularly for Section 2 Role-plays, are not exhaustive and teacher/examiners should use their professional judgement when the candidate provides an alternative, acceptable answer.

Pronunciation English pronunciation of words like *lemonade* for *Limonade* or *marmalade* for *Marmelade* are to be regarded as errors of communication and should not be rewarded. Additionally pronunciations like *swimmen* for *schwimmen*, *market* for *Markt* should not be rewarded. Teacher/examiners should always query dubious pronunciation with a gentle *Wie bitte?* A correction by the candidate can still earn credit.

Prompting or "nudging" However, if a teacher/examiner "feeds" a lexical item to the candidate, the candidate cannot receive any credit for that task. Example of a "nudge" and a "feed" in Section 1: Nudge: *Deutschland?* Candidate replies: *Nein, Frankreich*, gets the mark. Feed: *Deutschland?* Candidate replies: *Ja, Deutschland*, gets no mark, as the teacher/examiner provided the lexical item. Note that the teacher/examiner may ask for further clarification if the candidate's initial utterance is ambiguous, incomplete or too inaccurate. However, this is likely to be worth only one mark out of the two available in the Section 2 Role-plays, if more than one query or paraphrasing is needed from the teacher/examiner.

Time frames In a task which requires a verb, or in a task where the candidate offers a verb, the time frame must be correct for the award of two marks in Section 2 Role-plays.

Reminder about the General Conversation section

Candidates must be given the opportunity to use past, present and future time references in order to access the full range of marks in the Linguistic Quality assessment grid.

On the following pages you will find:

Left hand page: a copy of the candidate's card with Section 1 Role-play at the top and Section 2 Role-play below. At the bottom, topics to be used for the General Conversation.

Right hand page: *In italics*, suitable introductory remarks, questions and responses for use by the teacher/examiner. These are to be regarded as mandatory in substance. Teacher/examiners should be wary of rephrasing as this may give an unfair advantage by, for example, providing a key item of vocabulary. Some possible responses by candidates, with examples **in bold**, of answers that would gain the full marks for communication.

After the Role-plays there are some suggested questions for the General Conversation and then a copy of the working mark sheet.

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Foundation Card 1

Section 1

Situation You are speaking with a Swiss friend about your part-time job. Your teacher will play the part of your friend and start the conversation.

You will have to:

- 1 say where you work (e.g. café / supermarket / shop)
- 2 say what day you work
- 3 say how you get to work (e.g. by bus / on foot / by bike)
- 4 say the job is good



Section 2

Situation You are in a restaurant in Switzerland. Your teacher will play the part of the waiter / waitress and start the conversation.

You will have to:

- 1 say that you have reserved a table
- 2 say where you would like to sit (e.g. near the window / on the terrace / in the garden)
- 3 answer the question
- 4 ask for the menu



General Conversation Topics (Select **two** of the following)

Careers, work, work experience	Home life
Self, family and friends	Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 1

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SPRECHEN ZUSAMMEN

Wo arbeitest du?

- 1 Ich arbeite im **Café** / im **Supermarkt** / im **Geschäft** etc.

Und wann?

- 2 Am **Samstag** etc.

Wie kommst du dorthin?

- 3 Mit dem **Bus** / zu **Fuß** / mit dem **Rad** etc.

Wie findest du die Arbeit?

- 4 Sie ist **gut**.

Toll.

Section 2

WIR SIND IM RESTAURANT

Guten Abend. Bitte schön?

- 1 **Ich habe** einen **Tisch reserviert** / **ich habe eine Reservierung**.

So, wo wollen Sie denn sitzen?

- 2 **Neben** dem **Fenster** / **auf** der **Terrasse** / im **Garten** etc.

Was möchten Sie trinken?

- 3 Eine **Cola** / einen **Kaffee** etc.

Kommt sofort.

- 4 Ich möchte die **Speisekarte**, bitte.

Hier, bitte.

Foundation Card 2

Section 1

Situation You are in a shop in Austria buying a present. Your teacher will play the part of the shopkeeper and start the conversation.

You will have to:

- 1 say what you want to buy (e.g. a book / a wallet / sweets)
- 2 say it's for a member of your family (e.g. brother / sister / aunt)
- 3 ask for the cost
- 4 say it's expensive



Section 2

Situation You are in a restaurant in Austria. Your teacher will play the part of the waiter / waitress and start the conversation.

You will have to:

- 1 say there is a problem
- 2 say what you have ordered (e.g. fish / chicken / eggs)
- 3 answer the question
- 4 ask for a bottle of water



General Conversation Topics: (Select **two** of the following)

Free time	Holidays
Careers, work, work experience	School life

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 2

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND IM SOUVENIRLADEN

Guten Tag. Bitte schön?

- 1 Ich möchte ein **Buch** / eine **Brieftasche** / **Bonbons** kaufen etc.

Für wen?

- 2 Für meinen **Bruder** / meine **Schwester** / meine **Tante** etc.

Also dies hier ist sehr schön.

- 3 Was **kostet** das? / **Wie viel**?

Zehn Euro.

- 4 Das ist **teuer**.

Tut mir Leid.

Section 2

WIR SIND IM RESTAURANT

Kann ich Ihnen helfen?

- 1 **Es gibt** ein **Problem**.

Schade. Es tut mir Leid.

- 2 **Ich habe Fisch** / **Hähnchen** / **Eier** etc. **bestellt**.

Und wann haben Sie bestellt?

- 3 Um **acht Uhr** / **vor dreißig Minuten** etc.

Also, verzeihen Sie; ich werde nachsehen.

- 4 Ich möchte eine **Flasche Mineralwasser**, bitte.

Kommt sofort.

Foundation Card 3

Section 1

Situation You are booking in at a campsite in Germany. Your teacher will play the part of the campsite warden and start the conversation.

You will have to:

- 1 ask the cost
- 2 say how many nights (e.g. one / two / four)
- 3 ask where the supermarket is
- 4 say what you want (e.g. milk / bread / cheese)



Section 2

Situation You are in an employment agency in Germany looking for work in the summer holidays. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 give your name and age
- 2 say where you have worked (e.g. in a supermarket / shop / café)
- 3 answer the question
- 4 ask what you can earn



General Conversation Topics: (Select **two** of the following)

Holidays

Free time

Your local area

Careers, work, work experience

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 3

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND AM CAMPINGPLATZ

Guten Tag. Kann ich Ihnen helfen?

1 Was **kostet** das?

Wie viele Nächte wollen Sie bleiben?

2 **Eine / zwei / vier** etc.

Zehn Euro pro Nacht.

3 Wo ist der **Supermarkt**?

Neben dem Eingang. Was wollen Sie kaufen?

4 **Milch / Brot / Käse** etc.

Kein Problem.

Section 2

WIR SIND IN EINEM ARBEITSAMT IN DEUTSCHLAND

Guten Tag. Ich brauche einige Personalien.

1 **Ich heiße** und ich **bin** Jahre alt.

Was haben Sie schon gemacht?

2 **Ich habe in** einem **Supermarkt / Geschäft / Café** etc. **gearbeitet**.

Und wie lange haben Sie dort gearbeitet?

3 **Zwei Jahre** etc.

Gut. Haben Sie einige Fragen?

4 **Was** kann ich **verdienen?** / **Wie viel Geld** bekomme ich?

Zehn Euro pro Stunde.

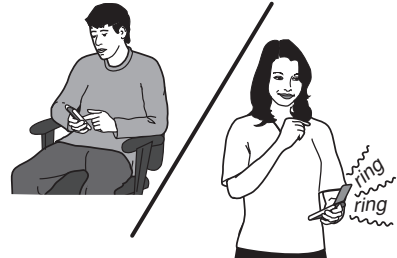
Foundation Card 4

Section 1

Situation: A Swiss friend phones you to arrange a meeting. Your teacher will play the part of the friend and start the conversation.

You will have to:

- 1 ask how your friend is
- 2 suggest what you can do tonight (e.g. cinema / disco / café)
- 3 say at 7 o'clock
- 4 say how you will get there (e.g. by bus / on foot / by bike)



Section 2

Situation You have a problem while in Austria and phone your penfriend. Your teacher will play the part of the penfriend and start the conversation.

You will have to:

- 1 say you have lost something (e.g. ticket / money / bag)
- 2 say where you are (e.g. in town / at the sports centre / at the cinema)
- 3 ask when your friend will arrive
- 4 answer the question



General Conversation Topics: (Select **two** of the following)

Self, family and friends
Holidays

Your local area
Careers, work, work experience

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 4

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SPRECHEN AM TELEFON

Hallo [...], hier Martin / Martina

1 **Wie geht's?**

Gut, danke. Was machen wir heute Abend?

2 Gehen wir ins **Kino** / in die **Disko** / in ein **Café** etc.

Um wie viel Uhr?

3 Um **sieben**.

Toll. Um sieben dann. Wie kommst du dahin?

4 Mit dem **Bus** / zu **Fuß** / mit dem **Rad** etc.

Ich sehe dich am Marktplatz.

Section 2

WIR SPRECHEN AM TELEFON

Guten Abend. Hier Peter / Petra.

1 **Ich habe** meine **Karte** / mein **Geld** / meine **Tasche** etc. **verloren**.

Wo bist du denn?

2 In der **Stadt** / im **Sportzentrum** / im **Kino** etc.

Ich komme mit meinem Vater; wir holen dich ab.

3 **Wann kommst du** an?

Wir sind in zwanzig Minuten da; wo soll ich dich treffen?

4 Am **Marktplatz** / am **Bahnhof** etc.

OK. Bis bald!

Foundation Card 5

Section 1

Situation You are in a café in Austria. Your teacher will play the part of the waiter/waitress and start the conversation.

You will have to:

- 1 say what you want to drink (e.g. lemonade / mineral water / orange juice)
- 2 ask for a snack (e.g. sausage / chips / cheese sandwich)
- 3 ask for the cost
- 4 ask him / her to repeat that



Section 2

Situation You are phoning a campsite in the Black Forest to confirm your booking. Your teacher will play the part of the manager and start the conversation.

You will have to:

- 1 say that you phoned last week
- 2 give your name and say where you are from
- 3 answer the question
- 4 say how long you are staying (e.g. three nights / a week / a month)



General Conversation Topics: (Select **two** of the following)

Home Life
Holidays

Careers, work, work experience
School Life

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 5

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND IM CAFE

Guten Tag. Bitte schön?

- 1 Ich möchte eine **Limonade** / ein **Mineralwasser** / einen **Orangensaft** etc.

Sonst noch etwas?

- 2 Eine Bratwurst / **Pommes** frites / ein **Käsebro**t etc.

Kommt sofort.

- 3 Was **kostet** das? / **Wie viel**?

Vier Euro fünfzig.

- 4 **Bitte?** / **Wiederholen** Sie, bitte!

Vier Euro fünfzig.

Section 2

WIR SPRECHEN AM TELEFON

Guten Tag. Bitte schön?

- 1 Guten Tag. **Ich habe letzte Woche** angerufen.

Ach ja!

- 2 **Ich heiße** [..] und **ich komme aus England** / **Ich wohne in** [..] etc.

Wann kommen Sie an?

- 3 **Heute Abend** / um **sieben Uhr** etc.

Wie lange wollen Sie im Schwarzwald bleiben?

- 4 **Drei Nächte** / **eine Woche** / **einen Monat** etc.

Kein Problem.

Foundation Card 6

Section 1

Situation In a German city you ask a passer-by for directions. Your teacher will play the part of the passer-by.
YOU start the conversation.

You will have to:

- 1 say excuse me
- 2 say where you want to go (e.g. station / cathedral / castle)
- 3 say how you will go there (e.g. by tram / by bus / on foot)
- 4 say thank you and goodbye



Section 2

Situation While you are staying in Switzerland with your penfriend someone invites you out to the cinema. Your teacher will play the part of the Swiss girl / boy and start the conversation.

You will have to:

- 1 say you have seen the film
- 2 say where else you would like to go (e.g. disco / theatre / café)
- 3 answer the question
- 4 say where to meet (e.g. at the town hall / bus station / market-place)



General Conversation Topics: (Select **two** of the following)

Self, family and friends

Holidays

Careers, work, work experience

Your local area

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 6

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND AUF DER STRASSE. Du beginnst.

1 **Entschuldigung!** / **Entschuldigen Sie!**

Bitte schön?

2 Ich möchte zum **Bahnhof** / **Dom** / **Schloss** etc.

Der Bahnhof / der Dom/ das Schloss ist ziemlich weit. Wie kommen Sie dorthin?

3 Mit der **Straßenbahn** / mit dem **Bus** / zu **Fuß** etc.

*Also, Sie können mit der Linie 6 fahren **OR** Also, gehen Sie hier ein Kilometer geradeaus.*

4 **Danke.** Auf **Wiedersehen!**

Auf Wiedersehen.

Section 2

WIR SPRECHEN ZUSAMMEN

Möchtest du heute ins Kino gehen? Es läuft: Schrek 3.

1 **Ich habe** den **Film gesehen.**

Möchtest du etwas anderes machen?

2 **Gehen wir** / **ich möchte in** die **Disko** / **ins Theater** / **ins Café** etc.

Gute Idee. Wann treffen wir uns?

3 Um **acht Uhr?** / **um acht?** etc.

Heute Abend um [?] Uhr. In Ordnung. Und wo?

4 **Am Rathaus** / **am Busbahnhof** / **am Marktplatz** etc.

Bis dann!

Foundation Card 7

Section 1

Situation You are speaking with your Swiss friend about your part-time job. Your teacher will play the part of your friend and start the conversation.

You will have to:

- 1 say where you work (e.g. café / supermarket / shop)
- 2 say what day you work
- 3 say how you get to work (e.g. by bus / on foot / by bike)
- 4 say the job is good



Section 2

Situation You are phoning a campsite in the Black Forest to confirm your booking. Your teacher will play the part of the manager and start the conversation.

You will have to:

- 1 say that you phoned last week
- 2 give your name and say where you are from
- 3 answer the question
- 4 say how long you are staying (e.g. three nights / a week / a month)



General Conversation Topics: (Select **two** of the following)

Careers, work, work experience	Home life
Self, family and friends	Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 7

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SPRECHEN ZUSAMMEN

Wo arbeitest du?

- 1 Ich arbeite im **Café** / im **Supermarkt** / im **Geschäft** etc.

Und wann?

- 2 Am **Samstag** etc.

Wie kommst du dorthin?

- 3 Mit dem **Bus** / zu **Fuß** / mit dem **Rad** etc.

Wie findest du die Arbeit?

- 4 Sie ist **gut**.

Toll.

Section 2

WIR SPRECHEN AM TELEFON

Guten Tag. Bitte schön?

- 1 Guten Tag. **Ich habe letzte Woche angerufen.**

Ach ja!

- 2 **Ich heiße [..]** und **ich komme aus England** / **Ich wohne in [..]** etc.

Wann kommen Sie an?

- 3 **Heute Abend** / um **sieben Uhr** etc.

Wie lange wollen Sie im Schwarzwald bleiben?

- 4 **Drei Nächte** / **eine Woche** / **einen Monat** etc.

Kein Problem.

Foundation Card 8

Section 1

Situation You are in a shop in Austria buying a present. Your teacher will play the part of the shopkeeper and start the conversation.

You will have to:

- 1 say what you want to buy (e.g. a book / a wallet / sweets)
- 2 say it's for a member of your family (e.g. brother / sister / aunt)
- 3 ask for the cost
- 4 say it's expensive



Section 2

Situation While you are staying in Switzerland with your penfriend someone invites you out to the cinema. Your teacher will play the part of the Swiss girl / boy and start the conversation.

You will have to:

- 1 say you have seen the film
- 2 say where else you would like to go (e.g. disco / theatre / café)
- 3 answer the question
- 4 say where to meet (e.g. at the town hall / bus station / market-place)



General Conversation Topics: (Select **two** of the following)

Home Life
Holidays

Careers, work, work experience
School Life

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 8

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND IM SOUVENIRLADEN

Guten Tag. Bitte schön?

- 1 Ich möchte ein **Buch** / eine **Brieftasche** / **Bonbons** kaufen etc.

Für wen?

- 2 Für meinen **Bruder** / meine **Schwester** / meine **Tante** etc.

Also dies hier ist sehr schön.

- 3 Was **kostet** das? / **Wie viel**?

Zehn Euro.

- 4 Das ist **teuer**.

Tut mir Leid.

Section 2

WIR SPRECHEN ZUSAMMEN

Möchtest du heute ins Kino gehen? Es läuft: Schrek 3.

- 1 **Ich habe** den **Film** **gesehen**.

Möchtest du etwas anderes machen?

- 2 **Gehen wir** / **ich möchte in** die **Disko** / **ins Theater** / **ins Café** etc.

Gute Idee. Wann treffen wir uns?

- 3 Um **acht Uhr?** / **um acht?** etc.

Heute Abend um [?] Uhr. In Ordnung. Und wo?

- 4 **Am Rathaus** / **am Busbahnhof** / **am Marktplatz** etc.

Bis dann!

Foundation Card 9

Section 1

Situation You are booking in at a campsite in Germany. Your teacher will play the part of the campsite warden and start the conversation.

You will have to:

- 1 ask the cost
- 2 say how many nights (e.g. one / two / four)
- 3 ask where the supermarket is
- 4 say what you want (e.g. milk / bread / cheese)



Section 2

Situation You have a problem while in Austria and phone your penfriend. Your teacher will play the part of the penfriend and start the conversation.

You will have to:

- 1 say you have lost something (e.g. ticket / money / bag)
- 2 say where you are (e.g. in town / at the sports centre / at the cinema)
- 3 ask when your friend will arrive
- 4 answer the question



General Conversation Topics: (Select **two** of the following)

Free time

Holidays

Careers, work, work experience

School life

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 9

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND AM CAMPINGPLATZ

Guten Tag. Kann ich Ihnen helfen?

1 Was **kostet** das?

Wie viele Nächte wollen Sie bleiben?

2 **Eine / zwei / vier** etc.

Zehn Euro pro Nacht.

3 Wo ist der **Supermarkt**?

Neben dem Eingang. Was wollen Sie kaufen?

4 **Milch / Brot / Käse** etc.

Kein Problem.

Section 2

WIR SPRECHEN AM TELEFON

Guten Abend. Hier Peter / Petra.

1 **Ich habe** meine **Karte** / mein **Geld** / meine **Tasche** etc. **verloren**.

Wo bist du denn?

2 In der **Stadt** / im **Sportzentrum** / im **Kino** etc.

Ich komme mit meinem Vater; wir holen dich ab.

3 **Wann kommst du** an?

Wir sind in zwanzig Minuten da; wo soll ich dich treffen?

4 Am **Marktplatz** / am **Bahnhof** etc.

OK. Bis bald!

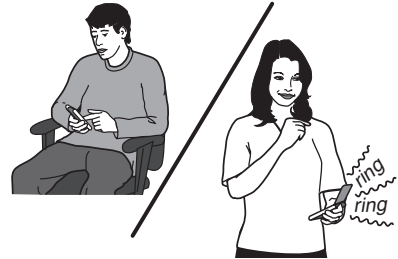
Foundation Card 10

Section 1

Situation A Swiss friend phones you to arrange a meeting. Your teacher will play the part of the friend and start the conversation.

You will have to:

- 1 ask how your friend is
- 2 suggest what you can do tonight (e.g. cinema / disco / café)
- 3 say at 7 o'clock
- 4 say how you will get there (e.g. by bus / on foot / by bike)



Section 2

Situation You are in a restaurant in Austria. Your teacher will play the part of the waiter / waitress and start the conversation.

You will have to:

- 1 say there is a problem
- 2 say what you have ordered (e.g. fish / chicken / eggs)
- 3 answer the question
- 4 ask for a bottle of water



General Conversation Topics: (Select **two** of the following)

Holidays

Your local area

Free time

Careers, work, work experience

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 10

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SPRECHEN AM TELEFON

Hallo [...], hier Martin / Martina

1 Wie geht's?

Gut, danke. Was machen wir heute Abend?

2 Gehen wir ins Kino / in die Disko / in ein Café etc.

Um wie viel Uhr?

3 Um sieben.

Toll. Um sieben dann. Wie kommst du dahin?

4 Mit dem Bus / zu Fuß / mit dem Rad etc.

Ich sehe dich am Marktplatz.

Section 2

WIR SIND IM RESTAURANT

Kann ich Ihnen helfen?

1 Es gibt ein Problem.

Schade. Es tut mir Leid.

2 Ich habe Fisch / Hähnchen / Eier etc. bestellt.

Und wann haben Sie bestellt?

3 Um acht Uhr / vor dreißig Minuten etc.

Also, verzeihen Sie; ich werde nachsehen.

4 Ich möchte eine Flasche Mineralwasser, bitte.

Kommt sofort.

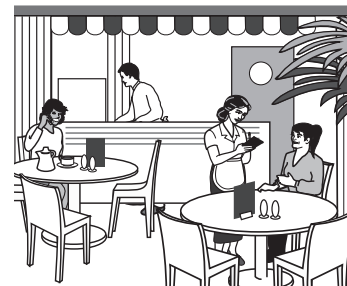
Foundation Card 11

Section 1

Situation You are in a café in Austria. Your teacher will play the part of the waiter/waitress and start the conversation.

You will have to:

- 1 say what you want to drink (e.g. lemonade / mineral water / orange juice)
- 2 ask for a snack (e.g. sausage / chips / cheese sandwich)
- 3 ask for the cost
- 4 ask him / her to repeat that



Section 2

Situation You are in an employment agency in Germany looking for work in the summer holidays. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 give your name and age
- 2 say where you have worked (e.g. in a supermarket / shop / café)
- 3 answer the question
- 4 ask what you can earn



General Conversation Topics: (Select **two** of the following)

Free time	Holidays
Careers, work, work experience	School life

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 11

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND IM CAFE

Guten Tag. Bitte schön?

- 1 Ich möchte eine **Limonade** / ein **Mineralwasser** / einen **Orangensaft** etc.

Sonst noch etwas?

- 2 Eine Bratwurst / **Pommes** frites / ein **Käsebro**t etc.

Kommt sofort.

- 3 Was **kostet** das? / **Wie viel**?

Vier Euro fünfzig.

- 4 **Bitte?** / **Wiederholen** Sie, bitte!

Vier Euro fünfzig.

Section 2

WIR SIND IN EINEM ARBEITSAMT IN DEUTSCHLAND

Guten Tag. Ich brauche einige Personalien.

- 1 **Ich heiße** und ich **bin** Jahre alt.

Was haben Sie schon gemacht?

- 2 **Ich habe in** einem **Supermarkt** / **Geschäft** / **Café** etc. **gearbeitet**.

Und wie lange haben Sie dort gearbeitet?

- 3 **Zwei Jahre** etc.

Gut. Haben Sie einige Fragen?

- 4 **Was** kann ich **verdienen?** / **Wie viel Geld** bekomme ich?

Zehn Euro pro Stunde.

Foundation Card 12

Section 1

Situation In a German city you ask a passer-by for directions. Your teacher will play the part of the passer-by.
YOU start the conversation.

You will have to:

- 1 say excuse me
- 2 say where you want to go (e.g. station / cathedral / castle)
- 3 say how you will go there (e.g. by tram / by bus / on foot)
- 4 say thank you and goodbye



Section 2

Situation You are in a restaurant in Switzerland. Your teacher will play the part of the waiter / waitress and start the conversation.

You will have to:

- 1 say that you have reserved a table
- 2 say where you would like to sit (e.g. near the window / on the terrace / in the garden)
- 3 answer the question
- 4 ask for the menu



General Conversation Topics: (Select **two** of the following)

Self, family and friends
 Holidays

Your local area
 Careers, work, work experience

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 12

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

WIR SIND AUF DER STRASSE. Du beginnst.

1 Entschuldigung! / Entschuldigen Sie!

Bitte schön?

2 Ich möchte zum **Bahnhof / Dom / Schloss** etc.

Der Bahnhof / der Dom/ das Schloss ist ziemlich weit. Wie kommen Sie dorthin?

3 Mit der **Straßenbahn** / mit dem **Bus** / zu **Fuß** etc.

*Also, Sie können mit der Linie 6 fahren **OR** Also, gehen Sie hier ein Kilometer geradeaus.*

4 Danke. Auf Wiedersehen!

Auf Wiedersehen.

Section 2

WIR SIND IM RESTAURANT

Guten Abend. Bitte schön?

1 Ich habe einen **Tisch reserviert** / **ich habe eine Reservierung.**

So, wo wollen Sie denn sitzen?

2 Neben dem **Fenster** / **auf** der **Terrasse** / im **Garten** etc.

Was möchten Sie trinken?

3 Eine **Cola** / einen **Kaffee** etc.

Kommt sofort.

4 Ich möchte die **Speisekarte**, bitte.

Hier, bitte.

INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test, although they may also prove fruitful in discussing the candidate's Presentation.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very "open" questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (in italics), which may be more suitable as lead-in questions to the more "open" questions for less confident candidates. For instance, a topic could be introduced with two or three "closed" questions, which require a short response, leading to more "open" questioning which allows the candidate to show initiative and develop the subject matter.

SOME IDEAS AND SUGGESTIONS

1 (a) Home life

Tell me about your house/home/flat.

(How many rooms are there? Tell me about the ...)

Describe your bedroom/garden/living room. (Colours/size/plants/furniture)

(Do you have a garden? What is in your bedroom?)

What do you do (to help) at home? And yesterday? And next weekend?

(Do you do the hoovering/the washing up/help grandparents?)

Describe your daily routine at home. (Morning/evening/weekend)

(What time do you get up/get home/have lunch?)

What do you like/dislike about your home/bedroom? Why?

(What colour are the walls? Do you like them? Why (not)?)

Who does the cooking at home? Opinions about food/meals/kitchen.

(Does your mother/father cook the dinner? What do you like cooking?)

What would you change about your home/bedroom? Why?

(Do you like your bedroom? Why (not)?)

1 (b) School life

Tell me about your school/college.

(How many pupils/teachers at your school?)

Describe your classroom/school buildings/grounds.

(Do you have a big classroom? What is in your classroom?)

What is your favourite lesson? Why? And least favourite? Why?

(Do you like maths? What lesson will you have next/tomorrow/after this?)

Describe your daily routine at school/break/morning/afternoon routine.

(What time do/did you arrive at school/have lunch/go home?)

What do you like/dislike about school/lessons/sports? Why?

(What do you do at break/lunchtime? Who with?)

What do you think of school rules? Opinions about uniform/homework.

(Are the teachers strict? What do you think about homework?)

What would you change about your school? How would that be better?

(Do you like your school (uniform)? Why (not)?)

SOME IDEAS AND SUGGESTIONS

2 (a) Self, family and friends

Tell me about your family/best friend/brother/grandmother.
(How many sisters do you have? Tell me about your sister, Fiona.)
 Describe your mother/father/dog. Occupation/temperament/hair/size.
(Do you have a pet? What does your father/brother do?)
 What do you like to do with your friends? Last weekend? Next weekend?
(Do you go to the cinema/go to worship/play football with your friends?)
 What kind of person are you? Temperament/(dis)likes.
(Are you intelligent/friendly/obedient/sporty/hard-working?)
 What do you (not) like about your friends/classmates? Why?
(Who is your best friend? Describe him/her. Character/(dis)likes.)
 Do you get on well with your family/classmates/boys/girls? Opinions.
(Do you like your brother? Is your mum/dad nice/strict? In what way?)
 What would you change in your (family) life? How would that be better?
(What do you do: weekend/evening? What else would you like to do?)

2 (b) Free time

Tell me about your hobbies. What do you do at the weekend/in the evenings?
(Do you play sport? Do you like music? What sort? When? Who with?)
 Do you like television/reading/going to concerts? Tell me about that.
(Do you go clubbing? What is your favourite TV programme?)
 What do you do in your free time? Last weekend? And next weekend?
(Do you go shopping/watch football/go to worship at the weekend?)
 Describe what you like to do in your leisure time/evening/weekend routine.
(What time do you get home/get up on Saturday? What do you do then?)
 What do you (not) like about the weekend? Why?
(What do you do on Saturday/Sunday am/pm/eve? Tell me about that.)
 Who do you spend free time with? Opinions about friends/family.
(Do you watch TV with your family? Do you go out with your friends?)
 What would you do if you didn't have to go to school or work? Why?
(How do you spend your money? Clothes/fashion/music/sport?)

SOME IDEAS AND SUGGESTIONS

3 (a) Your local area

Tell me about your home town/village/region. Industrial? Touristy?
(Where do you live? Do you like living in Xtown?)
 What is there in the area for young people (to do)?
(Is there a cinema? Are there lots of clubs nearby?)
 What is there in the area for tourists (to do)?
(Have you visited Xburgh Castle/Museum/Park? Tell me about it.)
 What is the area like for shopping? Did you go shopping last weekend?
(Do you go shopping in Xtown? Where else? When? Who with?)
 What do you think about your town/village/region? Why?
(What do you not like about Xtown? Transport/entertainment?)
 What are the (dis)advantages of living in the town or the country?
(Do you like living in Xtown? Why? Would you rather live elsewhere?)
 If you had the choice, where would you like to live? Abroad? Why?
(Would you like to live in Spain? What is the weather like here/there?)

4 Careers, work, work experience

Tell me about your work experience. How long? What sort of business?
(Did you like working at X Ltd? Why (not)? Tell me about it.)
 Do you work at the weekend/in the evenings? Opinions about this work.
(Do you work in a supermarket? Where/when do you work on Saturdays?)
 What do you want to do after you leave school? College/uni/work/study?
(Are you going to college in September? What will you study?)
 Describe your routine while on work experience. Am/pm. Transport/meals.
(What time did you arrive at X Ltd? Morning/lunchtime/afternoon?)
 What sort of job/profession would you like in the future? Why?
(After college? Do you want to work in a shop/office/garage? Why?)
 What does your father/brother/sister do? Would you like to do that job?
(What work does your mother/father do? Do you want to be an xxxx?)
 (Dis)advantages of different jobs/careers/study or work opportunities.
(What money do you earn/receive? How do you spend it?)

SOME IDEAS AND SUGGESTIONS**5 (c) Holidays**

Tell me about your summer holidays. Last year? This summer?

(Where are you going this year (did you go last year) for your holidays?)

Describe your holidays (weather/transport/accommodation/activities).

(Where do you like to go on holiday? Do you stay in a caravan? Who with?)

If you had lots of money, where would you go on holiday? Who with?

(What do you like to do on holiday? Who with? If weather is bad?)

Describe the Xmas/Eid/Diwali holidays. Celebrations/parties/visits/meals.

What do you (dis)like about holidays? Why? Do you go away/stay at home?

(What do you do at home in the holidays? Do you like it? Why (not)?)

Do you prefer holidays with family or with friends? What differences?

(Do you go on holiday with your family? Do you like that? Why (not)?)

(Dis)advantages of different sorts of holidays. Cost/travel/accommodation.

(Do you like going to Spain on holiday? Why (not)?)

Candidate Name	Centre Number
	Candidate Number

- Foundation Tier: Section 1 RP and Section 2 RP.
- Higher Tier: Section 2 RP and Section 3 RP.
- 2365 only: Please circle the correct mark in the boxes below.

Card Number

SECTION 1 ROLE PLAY					SECTION 2 ROLE PLAY					SECTION 3 ROLE PLAY		
TASK	1	2	3	4	TASK	1	2	3	4	8		
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Section 1 Role Play (max 8)	TOTAL (max. 50)	Name of Teacher conducting Test:
Section 2 Role Play (max 8)		Date of Test:
Section 3 Role Play (max 8)		Name of OCR Moderator/Examiner
Presentation (max 4)		
Discussion and Conversation (max 10)		
Linguistic Quality (max 20)		

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