

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**General Certificate of Secondary Education**

**GERMAN**

Speaking (Higher Tier)

Role Play Section 2 – Cards 1 – 5

Role Play Section 3 – Cards 1 – 5

**SPECIMEN PAPER**

Additional materials:  
Answer paper

**1926**

**TIME** 12 – 15 minutes

**INSTRUCTIONS TO CANDIDATES**

No dictionaries are allowed.

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**This question paper consists of 16 printed pages.**

**Candidate's Card**

**Section 2**

**CARD 1**

**Situation** While on holiday in Germany with your parents, you telephone your penfriend to suggest meeting. Your teacher will play the part of your penfriend and will start the conversation.

You will have to:

- say your name and where you are;
- say what you are doing on holiday;
- answer a question;
- say where you could meet.

**Candidate's Card****Section 2****CARD 2**

**Situation** You are talking to your German penfriend about a recent holiday. Your teacher will play the part of your penfriend and will start the conversation.

You will have to:

- say where you normally go on holiday;
- say what you do on holiday;
- ask if he/she would like to spend next summer holidays with you;
- answer a question.

**Candidate's Card****Section 2****CARD 3**

**Situation** You have left something at a hotel. Your teacher will play the part of the hotel receptionist and will start the conversation.

You will have to:

- say you have lost something (e.g. a jacket or another article of clothing);
- answer a question;
- describe the lost item (give two details);
- say when you can collect the jacket.

**Candidate's Card**

**Section 2**

**CARD 4**

**Situation** You are in a restaurant in Germany where you would like to work as a waiter/waitress. Your teacher will play the part of the restaurant owner and will start the conversation.

You will have to:

- say why you are there;
- give your name and age;
- say what sort of job you do at the weekend;
- answer a question.

**Candidate's Card****Section 2****CARD 5**

**Situation** While staying in Germany, you telephone the doctor as you feel unwell. Your teacher will play the part of the doctor and will start the conversation.

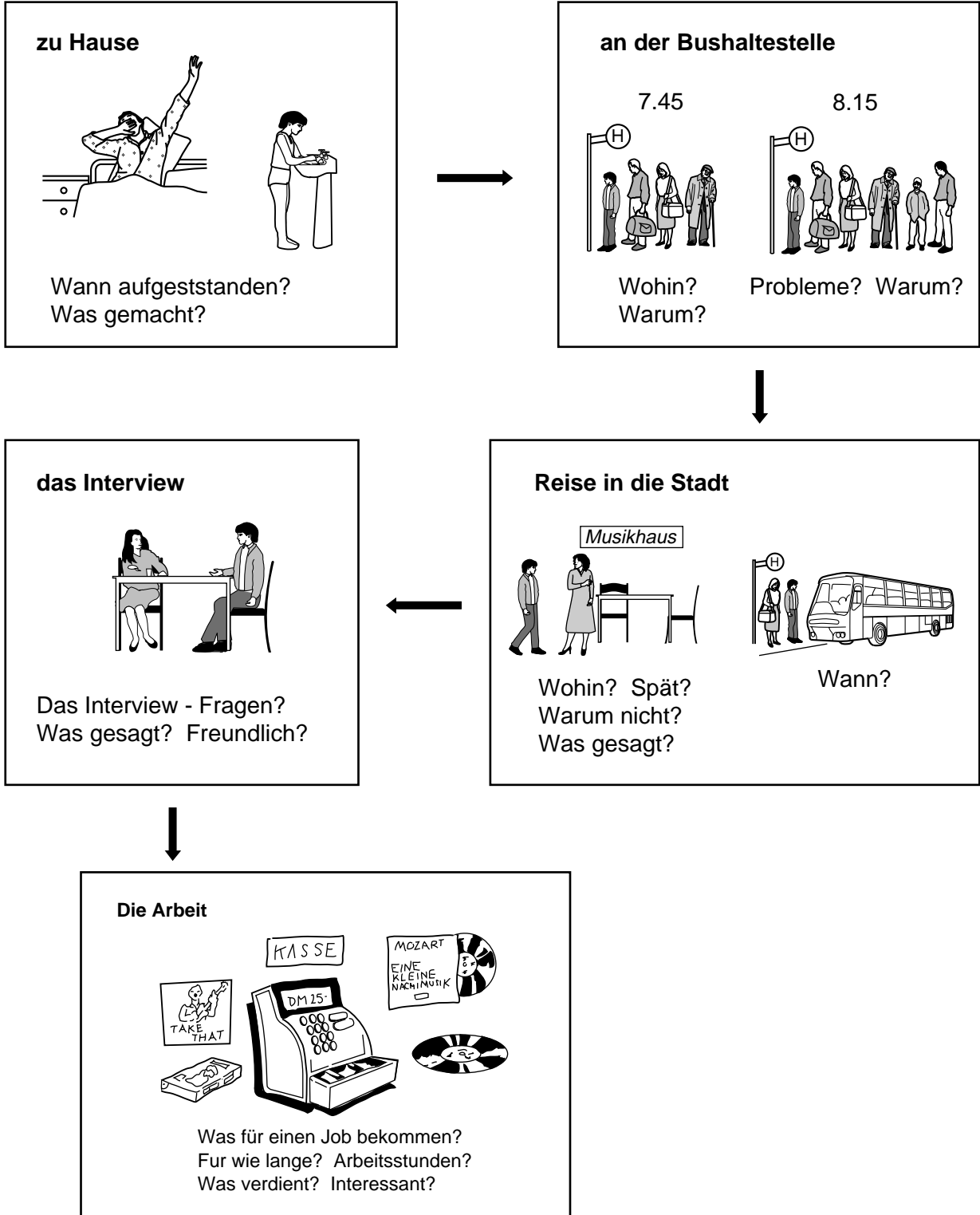
You will have to:

- say your name and what is wrong with you;
- say how long you have been unwell;
- answer a question;
- say what you like doing in Germany.

Section 3

CARD 1

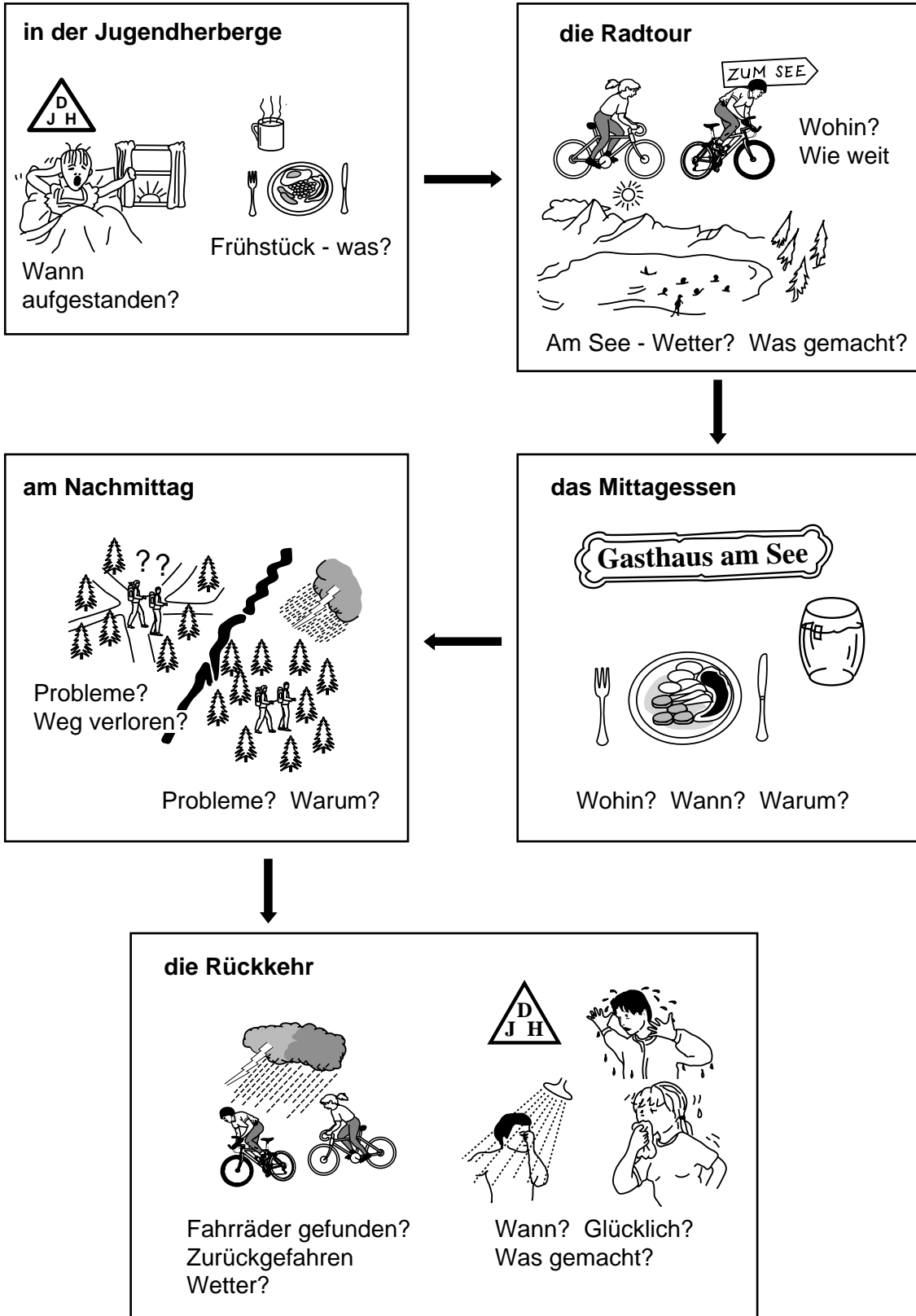
**Situation** The notes printed below give an outline of a day of an interview for a job to start work in a record shop in Germany.



Section 3

CARD 2

**Situation:** The notes printed below give an outline of a day out while staying at a youth hostel in Germany.





## Section 3

## CARD 3

**Situation** The notes printed below give an outline of a day spent at a German school.

**Zu Hause**



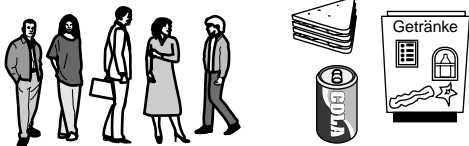
Frühstück - wann?  
Was? Mit wem?

**Vor der Schule**




Was für eine Schule?  
Wen getroffen?

**Die Pause**



Pause - Wie lange?  
Was gemacht?

**der Unterricht**




English spoken

$$x + y = 9$$

1. Stunde - Was?  
Wie lange?  
Interessant?

2. Stunde - Was gemacht? Einfach?  
Lehrer(in) - Beschreibung

**nach der Pause**



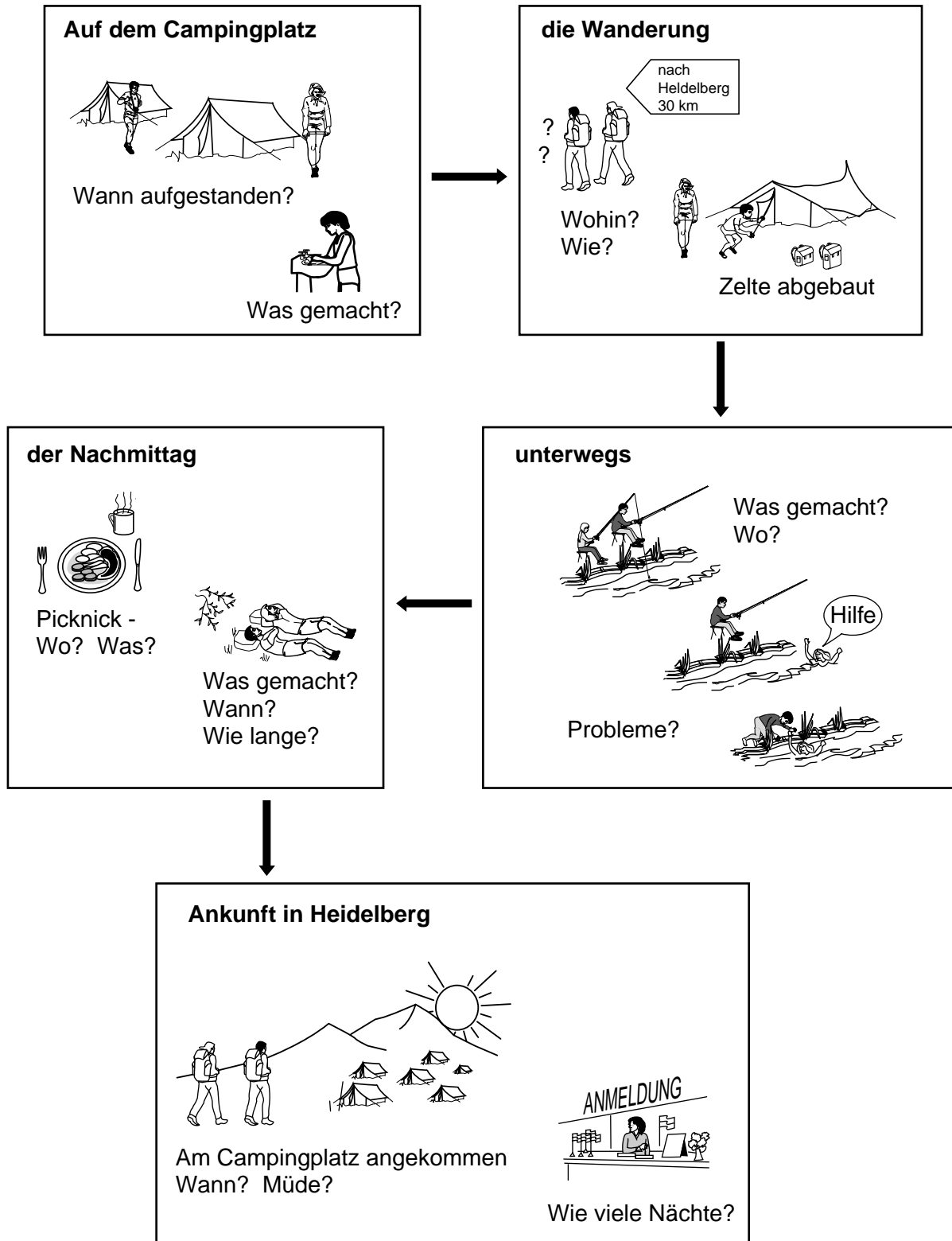
Bibliothek

3. Stunde - Wohin?  
Schuldirektor Warum?  
Gruppe begrüßt

Section 3

CARD 4

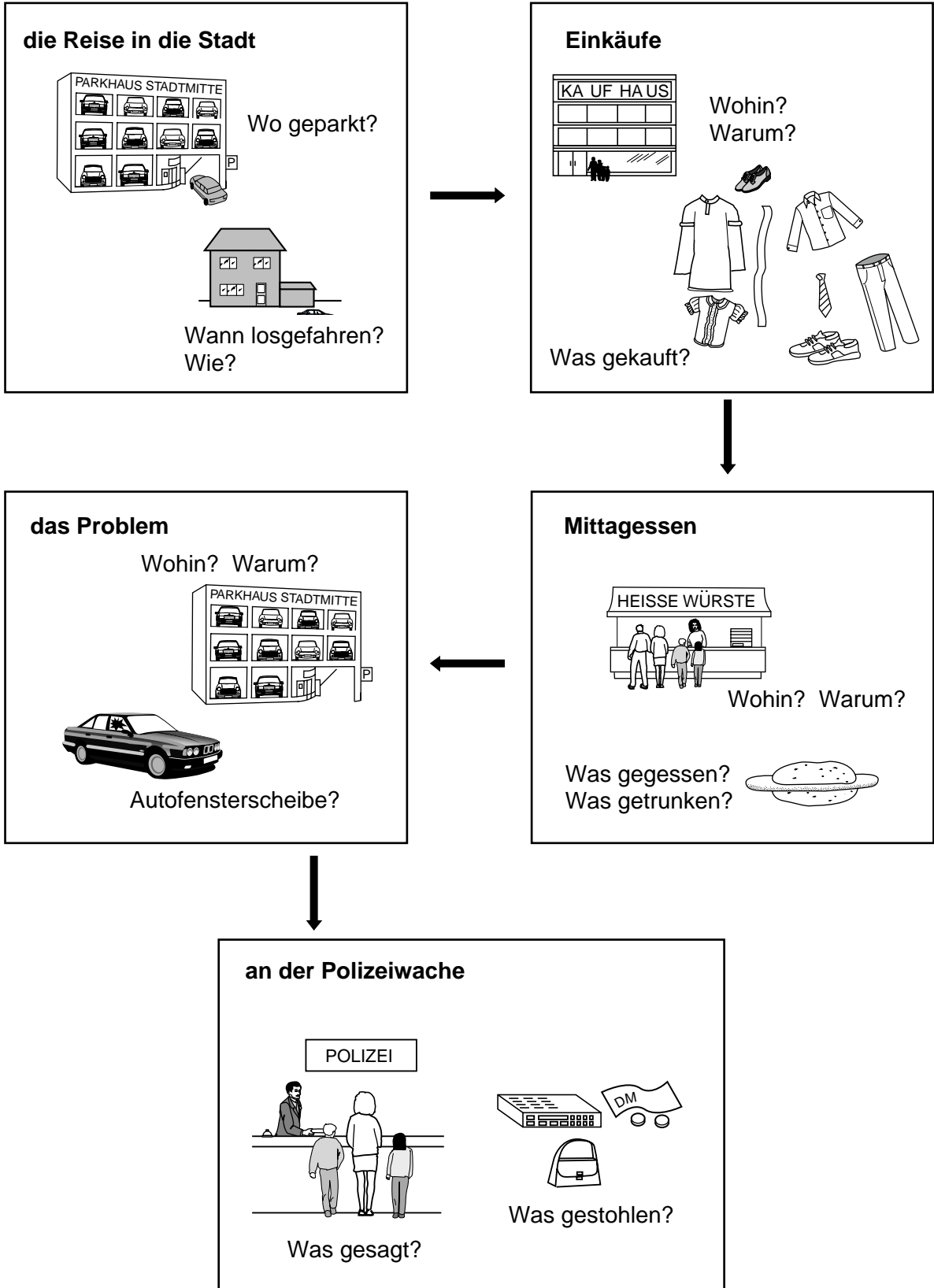
Situation The notes printed below give an outline of a hiking and camping holiday in Germany.



Section 3

CARD 5

**Situation:** The notes printed below give an outline of a theft from a car while on a family visit to a German town.



## Section 2

## CARD 1

**Situation:** While on holiday in Germany with his/her parents, the candidate telephones his/her penfriend to suggest meeting. The teacher will play the part of the penfriend, start the conversation and set the scene. *Sie sind in Deutschland und Sie rufen Ihre/n Brieffreund/in an.*

**Teacher:** **Answer phone appropriately.** *Hallo, hier Braun!*

**Candidate:** 1 Say your name and where you are.

**Teacher:** **Express surprise and ask what your friend is doing on holiday in Germany.** *Das ist toll. Was machst du in Deutschland?*

**Candidate:** 2 Say what you are doing on holiday.

**Teacher:** **Ask when you could meet.** *Wann können wir uns treffen?*

**Candidate:** 3 Answer a question.

**Teacher:** **Agree and ask where you should meet.** *Das ist OK. Wo treffen wir uns denn?*

**Candidate:** 4 Say where you could meet.

**Teacher:** **Respond appropriately.** *Bis morgen dann.*

**General Conversation Topics** (Candidates to be examined on 2 of the following.)

Home life  
School life  
Free time  
Careers, work, work experience

## Section 2

## CARD 2

**Situation:** The candidate is talking to his/her penfriend about holidays. The teacher will play the part of the penfriend, start the conversation and set the scene. *Sie sprechen mit Ihrem/er Brieffreund/in.*

**Teacher:** **Ask the candidate where he/she goes on holiday.** *Wohin fährst du normalerweise auf Urlaub?*

**Candidate:** 1 Say where you normally go on holiday.

**Teacher:** **Ask what the candidate does on holiday.** *Was macht ihr auf Urlaub?*

**Candidate:** 2 Say what you do on holiday.

**Teacher:** **Say it sounds fun.** *Na, das ist toll!*

**Candidate:** 3 Ask if he/she would like to spend next summer holidays with you.

**Teacher:** **Respond appropriately and ask the best way to travel.** *Vielen Dank, das wäre nett! Wie fahre ich denn am besten zu dir?*

**Candidate:** 4 Answer a question.

**Teacher:** **Respond appropriately.** *Na gut, dann frage ich meine Eltern.*

**General Conversation Topics** (Candidates to be examined on 2 of the following.)

School life  
Self, family and friends  
Your local area  
Careers, work, work experience

## Section 2

## CARD 3

**Situation:** The candidate has left something at a hotel. He/she telephones to ask about the lost item. The teacher will play the part of the hotel receptionist, start the conversation and set the scene. *Sie rufen beim Hotel an.*

**Teacher:** **Greet the candidate and ask how you can help.** *Guten Tag. Bitte schön?*

**Candidate:** 1 Say you have lost something (e.g. a jacket or another article of clothing)

**Teacher:** **Ask when the candidate was at the hotel.** *Wann waren Sie im Hotel?*

**Candidate:** 2 Answer a question.

**Teacher:** **Ask him/her to describe the article.** *Können Sie die Jacke (etc) beschreiben?*

**Candidate:** 3 Describe the lost item (give two details)

**Teacher:** **Say you have found it and ask when he/she would like to collect it.** *Wir haben es/sie/ihn im Büro. Wann wollen Sie es/sie/ihn abholen?*

**Candidate:** 4 Say when you can collect it.

**Teacher:** **React accordingly.** *Also gut, bis morgen.*

**General Conversation Topics** (Candidates to be examined on 2 of the following.)

Self, family and friends  
Free time  
Your local area  
Careers, work, work experience

## Section 2

## CARD 4

**Situation:** The candidate is in a restaurant in Germany where he/she would like to work as a waiter/waitress. The teacher will play the part of the restaurant owner, start the conversation and set the scene. *Sie sind im Restaurant in Deutschland.*

**Teacher:** **Greet the candidate and ask if you can help.** *Guten Tag. Bitte schön?*

**Candidate:** 1 Say why you are there.

**Teacher:** **Ask for his/her name and age.** *Wie heißen Sie und wie alt sind Sie?*

**Candidate:** 2 Give your name and age.

**Teacher:** **Ask what work he/she does at the weekend.** *Was haben Sie als Job am Wochenende?*

**Candidate:** 3 Say what sort of job you do at the weekend.

**Teacher:** **Ask when he/she could start.** *Wann können Sie anfangen?*

**Candidate:** 4 Answer a question.

**Teacher:** **Respond appropriately.** *Gut.*

**General Conversation Topics** (Candidates to be examined on 2 of the following.)

Free time  
Your local area  
Careers, work, work experience  
Holidays

## Section 2

## CARD 5

**Situation:** While staying in Germany, the candidate telephones the doctor as he/she feels unwell. The teacher will play the part of the doctor, start the conversation and set the scene. *Sie sind in Deutschland und rufen den Arzt an.*

**Teacher:** **Greet the candidate.** *Guten Tag, hier Doktor Braun.*

**Candidate:** 1 Say your name and what is wrong with you.

**Teacher:** **Ask how long he/she has been ill.** *Seit wann sind Sie krank?*

**Candidate:** 2 Say how long you have been unwell.

**Teacher:** **Say you would like to see the candidate and ask when he/she can come along.** *Also ich will Sie untersuchen. Wann können Sie vorbeikommen?*

**Candidate:** 3 Answer the question.

**Teacher:** **Say the candidate isn't German and ask what he/she has been doing while in Germany.** *Sie sind aber kein/e Deutsche/r. Was machen Sie gern hier in Deutschland?*

**Candidate:** 4 Say what you like doing in Germany.

**Teacher:** **Respond appropriately.** *Gut, bis später dann.*

**General Conversation Topics** (Candidates to be examined on 2 of the following).

Home life  
Your local area  
Careers, work, work experience  
Holidays



**SPEAKING MARK SCHEME GCSE French, German, Gujarati, Spanish 2003  
on**

**Scheme of assessment**

**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
<b>Total</b>			<b>50 marks</b>

**Higher Tier**

Section 2	Role play	Communication	8 marks
Section 3	Narrative RP	Communication	8 marks
Presentation		Communication	4 marks
Discussion and conversation		Communication	10 marks
Overall linguistic quality		Accuracy	20 marks
<b>Total</b>			<b>50 marks</b>

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

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

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

<b>2</b>	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.
<b>1</b>	Candidate partially communicates the message OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner

**Section 3 Narrative role play**

<b>8</b>	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
<b>7/6</b>	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
<b>5/4</b>	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
<b>3/2</b>	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
<b>1/0</b>	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a "best fit" exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication 4 marks**

<b>4</b>	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
<b>3</b>	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
<b>2</b>	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
<b>1</b>	Performance needs considerable examiner assistance to elicit material.
<b>0</b>	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**

<b>10</b>	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.
<b>9/8</b>	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.
<b>7/6</b>	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communication clearly conveyed, despite errors.
<b>5/4</b>	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.
<b>3/2</b>	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.
<b>1/0</b>	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**

<b>20/19</b>	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.
<b>18/17/16</b>	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.
<b>15/14</b>	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.
<b>13/12/11</b>	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.
<b>10/9</b>	General awareness of some use of tense appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times
<b>8/7</b>	Some awareness of 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.
<b>6/5/4</b>	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
<b>3/2</b>	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.
<b>1/0</b>	Little or nothing of merit.

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