

GENERAL CERTIFICATE OF SECONDARY EDUCATION

GERMAN

Speaking (Higher Tier)

2362/2365

TEACHER/EXAMINER BOOKLET

7 March 2010 – 15 May 2010

To be opened four working days before the first day of the speaking tests at the Centre

Testing to be completed between 7 March 2010 and 15 May 2010



INSTRUCTIONS TO TEACHERS/EXAMINERS

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

INFORMATION FOR TEACHERS/EXAMINERS

- This document consists of **44** pages. Any blank pages are indicated.

RANDOM ORDER SHEET

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

The booklet 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 booklet 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 permitted during the preparation time or during the examination.

Supporting material

For the Presentation a candidate 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 Higher Tier test will last 12–15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Unit 2362H (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 2365H (Internally Assessed Speaking)

Centres which have opted 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 astray or the Moderator needs a further sample.

Sample Size for Unit 2365H

Centres should send a sample of **8** candidates covering the mark range **17–47**. 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 2 and Section 3, Presentation, Discussion and General Conversation.

Recording the Tests on to cassette

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 re-wound to the beginning of interviews and the cassette labels provided are completed. Cassettes should also be clearly identified.

Recording the Tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention: Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the Centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

For more technical information go to the OCR website and the document

Digital Audio Technology: Guidance to Centres and Assessment Personnel

Completion of Mark Sheets

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

The teacher/examiner must enter on an individual mark sheet for **each** candidate:

- 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 2362H
- all individual mark sheets
- the clearly labelled recordings of all candidates' tests.

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

It is essential that cassettes/CDs 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/CDs 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 2365H)

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 any tapes rewound to the beginning (it is essential that cassettes/CDs be packed securely to ensure their safe delivery)
 - the individual mark sheets for **all** candidates entered for Unit 2365H
 - 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 your Moderator. If you have carried out the tests before this arrives, please keep the cassettes/CDs 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 completed 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 their test must be sent with the documents listed above to OCR along with an appeal for special consideration.

Elements of the Test (12–15 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 2 Role-play

Section 3 Role-play

Presentation (1 minute)

Discussion of candidate's presentation (2 minutes)

General Conversation on 2 topics (4–5 minutes)

SPEAKING MARK SCHEME
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
Total		50 marks

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.

Section 3 Narrative role play – Communication 8 marks

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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.
1/0	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

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.

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.

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.

General Notes (Role-play Section 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 pronunciations 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". Nudge: *Was kann man dort machen? Angeln?* Candidate replies: *Ja und schwimmen*, gets the mark. Feed: *Angeln?* Candidate replies: *Ja, angeln*, 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: Section 2 Role-play, with a copy of the candidate's instructions at the top. Below, *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. At the bottom of the page, topics to be used for the General Conversation.

Right hand page: a copy of the candidate's Section 3 Narrative Role-play. 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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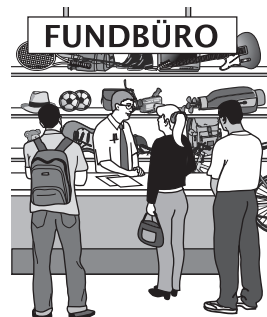
Higher Tier Booklet 1

Section 2

Situation: You are in the lost property office in Germany. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 say what you have lost (e.g. purse / wallet / bag)
- 2 say where you lost the item
- 3 answer the question
- 4 describe the lost item (give **TWO** details)



Section 2

WIR SIND IM FUNDBÜRO

Guten Tag. Bitte schön?

- 1 **Ich habe mein Portemonnaie / meine Brieftasche / eine Tasche etc. verloren.**

Es tut mir leid. Wo haben Sie es verloren?

- 2 **In der Stadtmitte / vor dem Rathaus etc.**

Wann war das?

- 3 **Heute Morgen / Um halb zwei etc.**

Können Sie es / sie beschreiben?

- 4 **[Es / sie ist] aus Leder und [ziemlich] alt etc.**

Wir haben [.....] gefunden.

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

Home life
Holidays

School life
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.

Section 3 (Narrative)

Booklet 1


The notes and pictures below describe an evening out with a German friend while you were in Germany last year.

Die Fahrt in die Stadt



Wann? Wie lange gewartet? Wohin gefahren – und wie?

Im Jugendzentrum



Wohin gegangen? Was gemacht? Wann? Wen getroffen?

Später am Abend



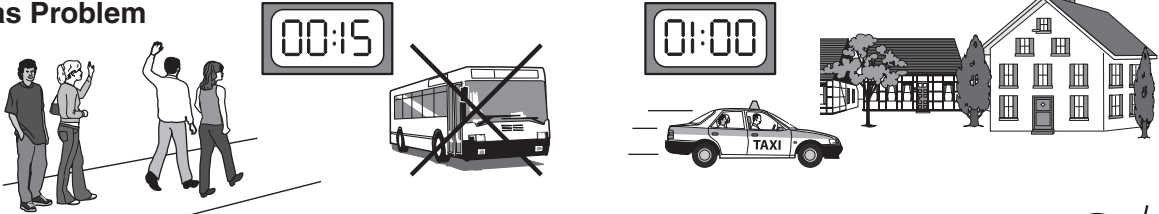
Was gemacht? Warum? Wohin gegangen?

In der Disko



Wohin gegangen? Warum? Für wie lange? Was gemacht? Was für Musik?

Das Problem



Wie spät? Nach Hause – wie? Teuer? Spät angekommen? Glücklich? ☹️/😊??

Higher Tier Booklet 2

Section 2

Situation: You are at a friend's house in Germany. One morning you feel ill and stay in bed. Your teacher will play the part of your German friend and start the conversation.

You will have to:

- 1 say what is the matter with you
(e.g. don't feel well / headache / stomach ache)
- 2 answer the question
- 3 say what you ate **OR** drank last night
- 4 say what you want to do
(e.g. stay in bed / go to the doctor's / take tablets)



Section 2

WIR SIND ZU HAUSE

Guten Morgen. Wie geht's dir?

- 1 Es geht mir **nicht gut** / **ich habe Magenschmerzen** / **ich habe Kopfweh** etc.

Seit wann hast du das?

- 2 **Seit sechs Uhr** / **vier Stunden.**

Das tut mir leid. Was hast du gestern Abend gemacht?

- 3 **Ich habe viel Kuchen gegessen** / **ich habe Cola getrunken.**

So, was willst du denn machen?

- 4 Ich will / möchte im **Bett bleiben** / **zum Arzt gehen** / **Tabletten nehmen** etc.

OK.

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

Home life
School life

Careers, work, work experience
Free time

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

Section 3 (Narrative)

Booklet 2

The notes and pictures below give an outline of your school exchange journey to Germany last year.

Die Abfahrt




Wann abfahren? Wie? Mit wem?

Im Flughafen



Wann? Wie lange gewartet? Was gemacht?

Der Flug




Um wie viel Uhr abgeflogen? Flugzeug – klein? bequem? Glückliche? Warum? Warum nicht?

Ankunft



Wo gelandet? Wann angekommen? Im Flughafen – was gemacht? Wie lange? Problem?

Später vor dem Flughafen



Brieffreund getroffen? Deutsche Familie – Beschreibung? Schöne Reise? Warum? Warum nicht?

Higher Tier Booklet 3

Section 2

Situation: You are staying in Germany for a week. A friend phones and asks you to go out tonight. Your teacher will play the part of the friend and start the conversation.

You will have to:

- 1 say where you went last night (e.g. cinema / disco / concert)
- 2 answer the question
- 3 say you don't want to go out tonight
- 4 give a reason (e.g. no money / tired / headache)



Section 2

WIR SPRECHEN AM TELEFON

Was hast du gestern Abend gemacht?

- 1 **Ich bin** gestern Abend **ins Kino / in die Disko / ins Konzert gegangen** etc.

Na schön. Wie war der Film / die Disko / das Konzert etc?

- 2 Es war **prima / todlangweilig** etc.

Ach so! Was machen wir später?

- 3 **Ich will** heute Abend **nicht ausgehen**.

Warum denn nicht?

- 4 Ich habe **kein Geld / Ich bin müde / Ich habe Kopfweg** etc.

Das tut mir leid.

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

Free time
Your local area

School life
Holidays

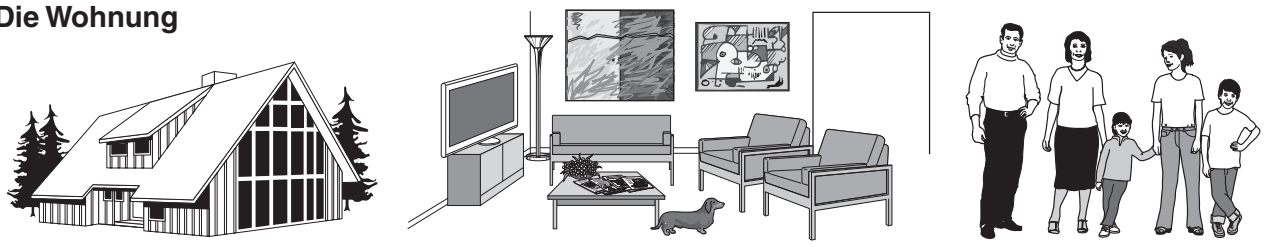
Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Section 3 (Narrative)

Booklet 3

The notes and pictures below give an outline of a typical Saturday while you were on an exchange visit to Germany last year.

Die Wohnung



Wohnung – wo? Beschreibung – Zimmer? Möbel? Deutsche Familie?

Vormittags



Was gemacht? Wann? Frühstück? Mit wem? Was gegessen und getrunken?

Später



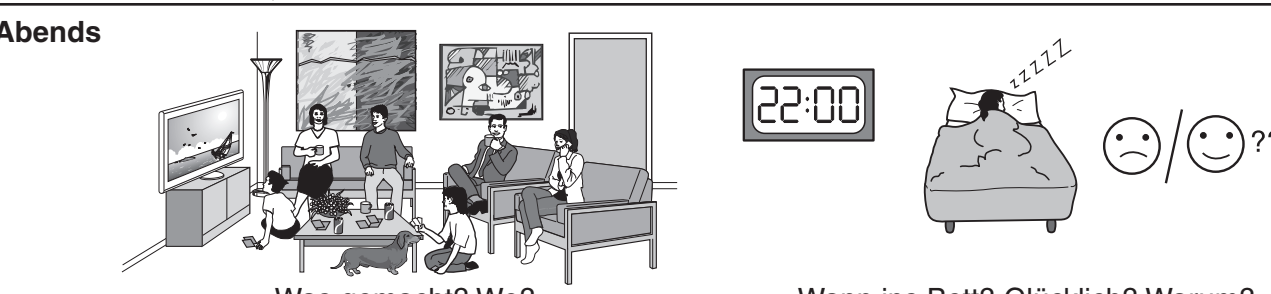
Wohin gefahren? Warum? Wie? Geschäfte? Was gekauft? Teuer? Billig?

Nachmittags



Wohin gegangen? Wann? Wen getroffen? Was bestellt? Essen gut?

Abends



Was gemacht? Wo? Wann ins Bett? Glücklich? Warum?

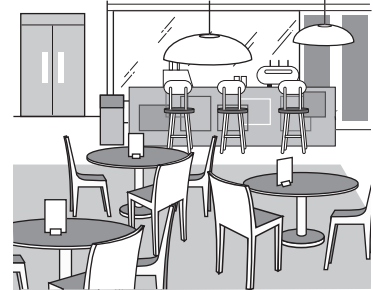
Higher Tier Booklet 4

Section 2

Situation: You have gone to enquire about a job in a café in Germany. Your teacher will play the part of the manager and start the conversation.

You will have to:

- 1 say you want to work in the café
- 2 say where you have already worked
(e.g. in a sports centre / in a restaurant / in a shop)
- 3 answer the question
- 4 ask how much you can earn



Section 2

WIR SIND IN EINEM CAFÉ

Guten Tag. Wie kann ich Ihnen helfen?

- 1 **Ich möchte** in dem Café **arbeiten** / **Ich suche einen Job.**

Was für einen Job haben Sie schon gehabt?

- 2 **Ich habe in einem Sportzentrum / Restaurant / Geschäft etc. gearbeitet.**

Wie lange haben Sie dort gearbeitet?

- 3 **Zwei Monate / Sechs Wochen etc.**

Möchten Sie noch was wissen?

- 4 **Was verdiene ich?**

Sechs Euro die Stunde.

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

Self, family and friends
Free time

Your local area
Careers, work, work experience

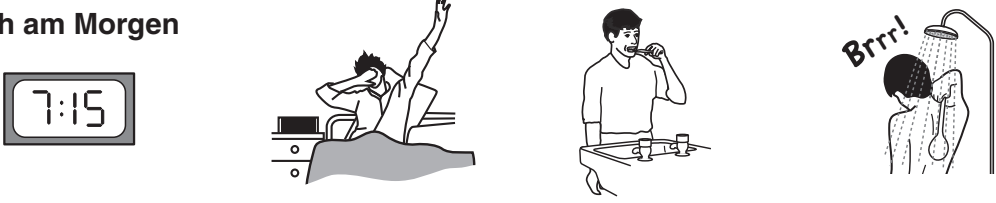
Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Section 3 (Narrative)

Booklet 4

The notes and pictures below give an outline of a day's events while on an activities holiday for young people in Germany last year.

Früh am Morgen



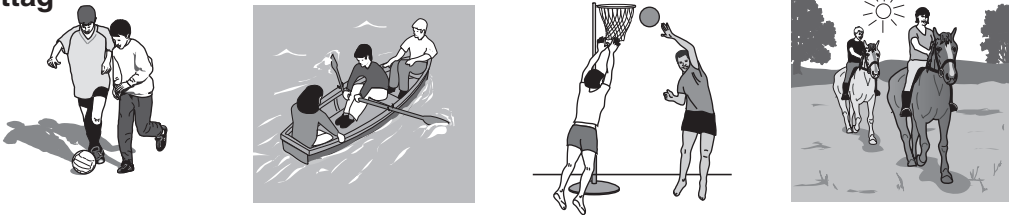
Wann aufgestanden? Was gemacht? Wasser – kalt?

Das Frühstück



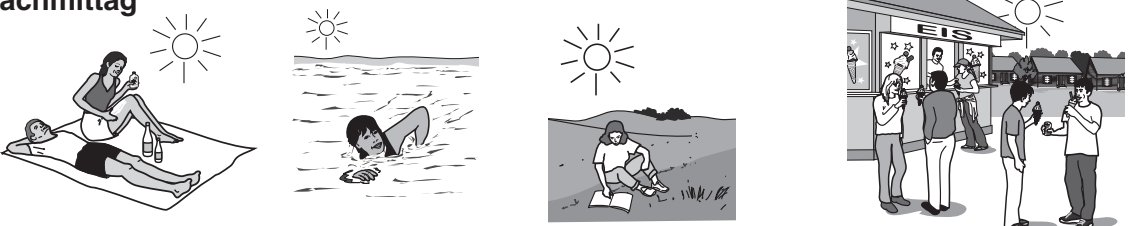
Das Frühstück? Was? Mit wem? Wo gegessen? Wen getroffen?

Am Vormittag




Was gemacht? Wo? Wie lange? Was am besten gefallen?

Am Nachmittag



Wetter? Was gemacht? Müde? Warum? Was gekauft? Warum?

Am Abend



Getanzt? Wo? Mit wem? Was auch gemacht? Bis wann? Glücklich? Warum? Warum nicht?

Higher Tier Booklet 5

Section 2

Situation: You are staying in a youth hostel in Germany and speak to the warden about a problem. Your teacher will play the part of the warden and start the conversation.

You will have to:

- 1 say when you arrived (e.g. this morning / yesterday / at 15.00 hrs)
- 2 say what the problem is
(e.g. shower isn't working / the bed is broken / there is no hot water)
- 3 answer the question
- 4 ask the way into town



Section 2

WIR SIND IN EINER JUGENDHERBERGE

Guten Tag. Bitte schön?

- 1 **Ich bin heute Morgen / gestern / um 15 Uhr** etc. **angekommen.**

Wie kann ich Ihnen helfen?

- 2 Die **Dusche funktioniert nicht** / mein **Bett ist kaputt** / **es gibt kein heißes Wasser** etc.

Wir werden nachsehen. Wie lange bleiben Sie?

- 3 **Zwei Tage** / **eine Woche** etc.

Sonst noch etwas?

- 4 **Wie komme ich in die Stadt(mitte)?**

Mit der Straßenbahn Linie sieben.

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

Careers, work, work experience
Your local area

Free time
Holidays


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

Section 3 (Narrative)

Booklet 5

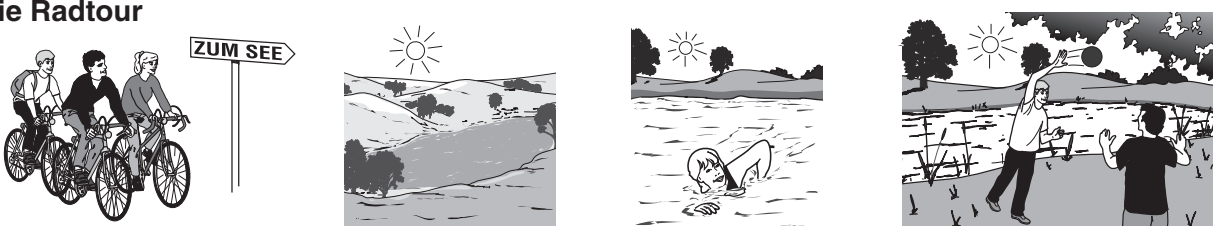
The notes and pictures below give an outline of a day out while staying with friends at a campsite in Germany last year.

Auf dem Campingplatz



Wann aufgestanden? Frühstück – was? Mit wem?

Die Radtour




Wohin gefahren? Wie weit? Am See – Wetter? Was gemacht?

Das Mittagessen




Wohin? Wie? Wann gegessen? Warum?

Am Nachmittag



Nach dem Essen – was gemacht? Müde – warum? Wetter? Zurückgefahren?

Die Rückkehr



Wann angekommen? Was gemacht? Glücklich? Warum? Warum nicht?

Higher Tier Booklet 6

Section 2

Situation: You have arrived in Germany by air and want to take a taxi into town. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 say when you arrived
(e.g. at 2 o'clock / this afternoon / ten minutes ago)
- 2 say you want a taxi
- 3 answer the question
- 4 ask if you can pay by card



Section 2

WIR SIND AM FLUGHAFEN

Guten Tag. Bitte schön.

- 1 **Ich bin um zwei Uhr / heute Nachmittag / vor zehn Minuten etc. angekommen.**

Wie kann ich Ihnen helfen?

- 2 **Ich möchte ein Taxi bestellen.**

Wohin wollen Sie fahren?

- 3 **Zur Stadtmitte etc.**

Ich werde nachsehen.

- 4 **Kann ich mit Karte bezahlen?**

Kein Problem.

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

Holidays

Your local area

Self, family & friends

School life

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

Section 3 (Narrative)

Booklet 6


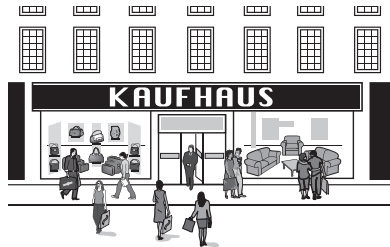

The notes and pictures below give an outline of a theft from a car while you were shopping in a German town with your penfriend last year.

Die Fahrt in die Stadt




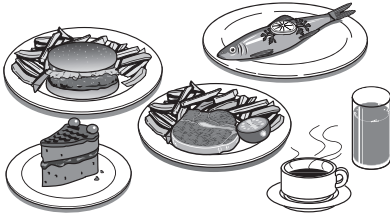

Wann abgefahren? Wie? Wo geparkt? Wann?

Einkaufen

Wohin gegangen? Warum? Was gekauft? Billig? Teuer?

Das Mittagessen

Wohin? Warum? Was gemacht?

Das Problem





Wohin? Autofenster kaputt – warum? Was gestohlen?

Später auf der Polizeiwache





Wohin gegangen? Was gefunden? Glücklich? Warum?

Higher Tier Booklet 7

Section 2

Situation: You have arrived in Germany by air and want to take a taxi into town. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 say when you arrived
(e.g. at 2 o'clock / this afternoon / ten minutes ago)
- 2 say you want a taxi
- 3 answer the question
- 4 ask if you can pay by card



Section 2

WIR SIND AM FLUGHAFEN

Guten Tag. Bitte schön.

- 1 **Ich bin um zwei Uhr / heute Nachmittag / vor zehn Minuten etc. angekommen.**

Wie kann ich Ihnen helfen?

- 2 **Ich möchte ein Taxi bestellen.**

Wohin wollen Sie fahren?

- 3 **Zur Stadtmitte etc.**

Ich werde nachsehen.

- 4 **Kann ich mit Karte bezahlen?**

Kein Problem.

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

Holidays

Self, family & friends

Your local area

School life


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

Section 3 (Narrative)

Booklet 7

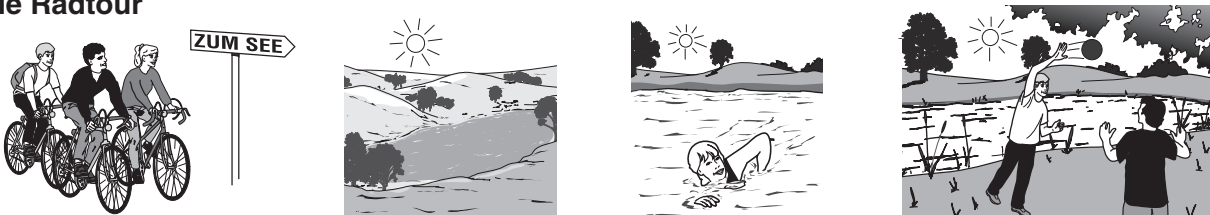
The notes and pictures below give an outline of a day out while staying with friends at a campsite in Germany last year.

Auf dem Campingplatz



Wann aufgestanden? Frühstück – was? Mit wem?

Die Radtour




Wohin gefahren? Wie weit? Am See – Wetter? Was gemacht?

Das Mittagessen




Wohin? Wie? Wann gegessen? Warum?

Am Nachmittag



Nach dem Essen – was gemacht? Müde – warum? Wetter? Zurückgefahren?

Die Rückkehr



Wann angekommen? Was gemacht? Glücklich? Warum? Warum nicht?

Higher Tier Booklet 8

Section 2

Situation: You are staying in a youth hostel in Germany and speak to the warden about a problem. Your teacher will play the part of the warden and start the conversation.

You will have to:

- 1 say when you arrived (e.g. this morning / yesterday / at 15.00 hrs)
- 2 say what the problem is
(e.g. shower isn't working / the bed is broken / there is no hot water)
- 3 answer the question
- 4 ask the way into town



Section 2

WIR SIND IN EINER JUGENDHERBERGE

Guten Tag. Bitte schön?

- 1 **Ich bin heute Morgen / gestern / um 15 Uhr** etc. **angekommen.**

Wie kann ich Ihnen helfen?

- 2 Die **Dusche funktioniert nicht** / mein **Bett ist kaputt** / **es gibt kein heißes Wasser** etc.

Wir werden nachsehen. Wie lange bleiben Sie?

- 3 **Zwei Tage / eine Woche** etc.

Sonst noch etwas?

- 4 **Wie komme ich in die Stadt(mitte)?**

Mit der Straßenbahn Linie sieben.

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

Careers, work, work experience
Your local area

Free time
Holidays

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

Section 3 (Narrative)

Booklet 8


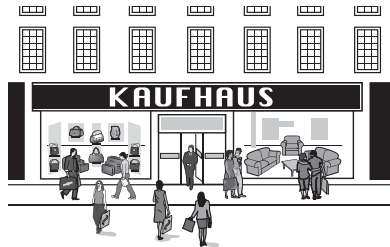

The notes and pictures below give an outline of a theft from a car while you were shopping in a German town with your penfriend last year.

Die Fahrt in die Stadt




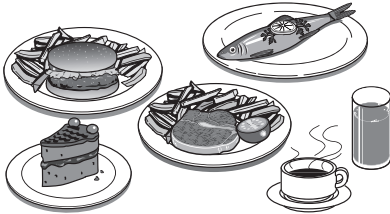

Wann abgefahren? Wie? Wo geparkt? Wann?

Einkaufen

Wohin gegangen? Warum? Was gekauft? Billig? Teuer?

Das Mittagessen

Wohin? Warum? Was gemacht?

Das Problem





Wohin? Autofenster kaputt – warum? Was gestohlen?

Später auf der Polizeiwache





Wohin gegangen? Was gefunden? Glücklich? Warum?

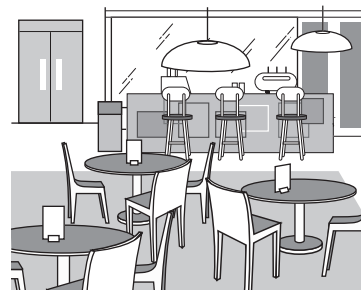
Higher Tier Booklet 9

Section 2

Situation: You have gone to enquire about a job in a café in Germany. Your teacher will play the part of the manager and start the conversation.

You will have to:

- 1 say you want to work in the café
- 2 say where you have already worked
(e.g. in a sports centre / in a restaurant / in a shop)
- 3 answer the question
- 4 ask how much you can earn



Section 2

WIR SIND IN EINEM CAFÉ

Guten Tag. Wie kann ich Ihnen helfen?

- 1 **Ich möchte** in dem Café **arbeiten** / **Ich suche einen Job.**

Was für einen Job haben Sie schon gehabt ?

- 2 **Ich habe in einem Sportzentrum / Restaurant / Geschäft** etc. **gearbeitet.**

Wie lange haben Sie dort gearbeitet?

- 3 **Zwei Monate / Sechs Wochen** etc.

Möchten Sie noch was wissen?

- 4 **Was verdiene ich?**

Sechs Euro die Stunde.

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

Self, family and friends
Free time

Your local area
Careers, work, work experience

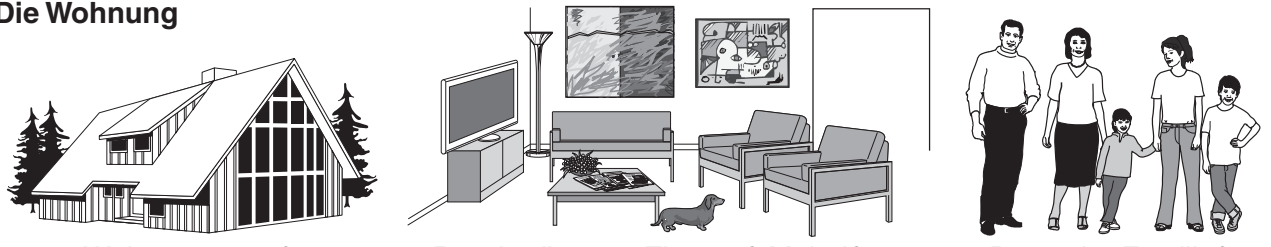
Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Section 3 (Narrative)

Booklet 9

The notes and pictures below give an outline of a typical Saturday while you were on an exchange visit to Germany last year..

Die Wohnung



Wohnung – wo? Beschreibung – Zimmer? Möbel? Deutsche Familie?

Vormittags



Was gemacht? Wann? Frühstück? Mit wem? Was gegessen und getrunken?

Später




Wohin gefahren? Warum? Wie? Geschäfte? Was gekauft? Teuer? Billig?

Nachmittags



Wohin gegangen? Wann? Wen getroffen? Was bestellt? Essen gut?

Abends



Was gemacht? Wo? Wann ins Bett? Glücklich? Warum?

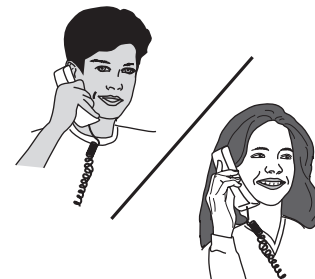
Higher Tier Booklet 10

Section 2

Situation: You are staying in Germany for a week. A friend phones and asks you to go out tonight. Your teacher will play the part of the friend and start the conversation.

You will have to:

- 1 say where you went last night (e.g. cinema / disco / concert)
- 2 answer the question
- 3 say you don't want to go out tonight
- 4 give a reason (e.g. no money / tired / headache)



Section 2

WIR SPRECHEN AM TELEFON

Was hast du gestern Abend gemacht?

- 1 **Ich bin** gestern Abend **ins Kino / in die Disko / ins Konzert gegangen** etc.

Na schön. Wie war der Film / die Disko / das Konzert etc?

- 2 Es war **prima / todlangweilig** etc.

Ach so! Was machen wir später?

- 3 **Ich will** heute Abend **nicht ausgehen**.

Warum denn nicht?

- 4 Ich habe **kein Geld / Ich bin müde / Ich habe Kopfweg** etc.

Das tut mir leid.

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

Free time
Your local area

School life
Holidays

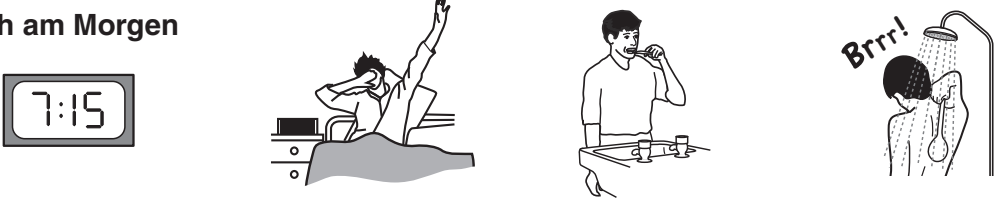
Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Section 3 (Narrative)

Booklet 10

The notes and pictures below give an outline of a day's events while on an activities holiday for young people in Germany last year.

Früh am Morgen



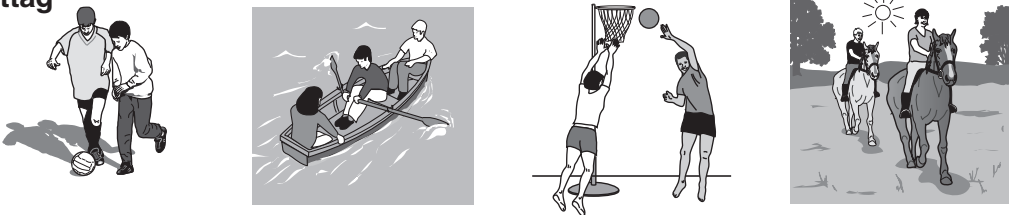
Wann aufgestanden? Was gemacht? Wasser – kalt?

Das Frühstück



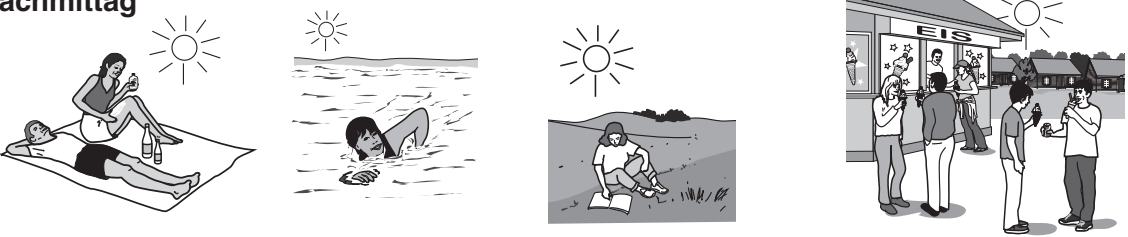
Das Frühstück? Was? Mit wem? Wo gegessen? Wen getroffen?

Am Vormittag




Was gemacht? Wo? Wie lange? Was am besten gefallen?

Am Nachmittag



Wetter? Was gemacht? Müde? Warum? Was gekauft? Warum?

Am Abend



Getanzt? Wo? Mit wem? Was auch gemacht? Bis wann? Glücklich? Warum? Warum nicht?

Higher Tier Booklet 11

Section 2

Situation: You are at your penfriend's house in Germany. One morning you feel ill and are still in bed. Your teacher will play the part of your penfriend and start the conversation.

You will have to:

- 1 say what is the matter with you
(e.g. don't feel well / headache / stomach ache)
- 2 answer the question
- 3 say what you ate OR drank last night
- 4 say what you want to do
(e.g. stay in bed / go to the doctor's / take tablets)



Section 2

WIR SIND ZU HAUSE

Guten Morgen. Wie geht's dir?

- 1 Es geht mir **nicht gut** / **ich habe Magenschmerzen** / **ich habe Kopfweh** etc.

Seit wann hast du das?

- 2 **Seit sechs Uhr** / **vier Stunden.**

Das tut mir leid. Was hast du gestern Abend gemacht?

- 3 **Ich habe viel Kuchen gegessen** / **ich habe Cola getrunken.**

So, was willst du denn machen?

- 4 Ich will / möchte im **Bett bleiben** / **zum Arzt gehen** / **Tabletten nehmen** etc.

OK.

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

Home life
School life

Careers, work, work experience
Free time


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

Section 3 (Narrative)

Booklet 11

The notes and pictures below describe an evening out with a German friend while you were in Germany last year.

Die Fahrt in die Stadt




19:00

Wann? Wie lange gewartet?

Wohin gefahren – und wie?

Im Jugendzentrum



21:00

Wohin gegangen? Was gemacht? Wann?

Wen getroffen?

Später am Abend



Was gemacht? Warum? Wohin gegangen?

In der Disko



DISKOTHEK

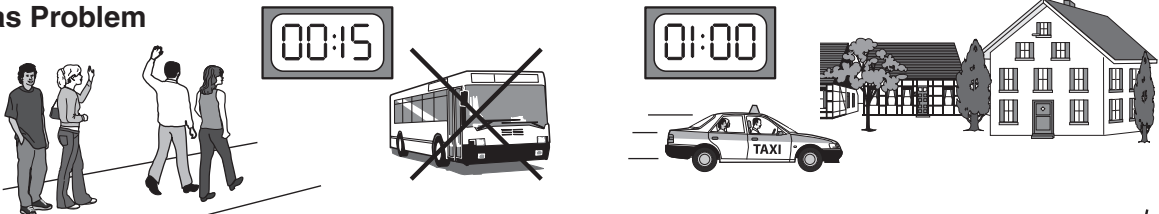
DISKOTHEK
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bis Mitternacht geöffnet
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Wohin gegangen? Warum?

Für wie lange?

Was gemacht? Was für Musik?

Das Problem



00:15

01:00

Wie spät? Nach Hause – wie? Teuer? Spät angekommen? Glückliche? ☹️/😊??

Higher Tier Booklet 12

Section 2

Situation: You are in the lost property office in Germany. Your teacher will play the part of the official and start the conversation.

You will have to:

- 1 say what you have lost (e.g. purse / wallet / bag)
- 2 say where you lost the item
- 3 answer the question.
- 4 describe the lost item (give **TWO** details)



Section 2

WIR SIND IM FUNDBÜRO

Guten Tag. Bitte schön?

- 1 **Ich habe mein Portemonnaie / meine Brieftasche / eine Tasche etc. verloren.**

Es tut mir leid. Wo haben Sie es verloren?

- 2 **In der Stadtmitte / vor dem Rathaus etc.**

Wann war das?

- 3 **Heute Morgen / Um halb zwei etc.**

Können Sie es / sie beschreiben?

- 4 [Es / sie ist] **aus Leder und [ziemlich] alt** etc.

Wir haben [.....] gefunden.

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

Home life
Holidays

School life
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.

Section 3 (Narrative)

Booklet 12

The notes and pictures below give an outline of your school exchange journey to Germany last year.

Die Abfahrt




Wann abgefahren? Wie? Mit wem?

Im Flughafen




Wann? Wie lange gewartet? Was gemacht?

Der Flug





Um wie viel Uhr abgefliegen? Flugzeug – klein? bequem? Glücklich? Warum? Warum nicht?

Ankunft

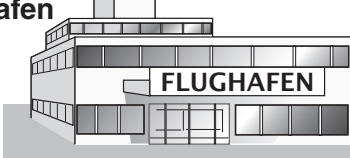
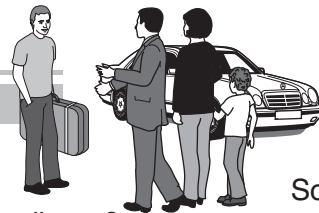







Wo gelandet? Wann angekommen? Im Flughafen – was gemacht? Wie lange? Problem?

Später vor dem Flughafen

Brieffreund getroffen? Deutsche Familie – Beschreibung? Schöne Reise? Warum? Warum nicht?

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)?)



RECOGNISING ACHIEVEMENT

GCSE

German

OCR GCSE 1926 Units 2362 and 2365

Speaking Mark Sheet

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			
	2	2	2	2		2	2	2	2	6	7	
	1	1	1	1		1	1	1	1	4	5	
	0	0	0	0		0	0	0	0	2	3	
										0	1	
TOTAL /8					TOTAL /8					TOTAL /8		

PRESENTATION TOPIC:	DISCUSSION AND CONVERSATION	LINGUISTIC QUALITY																																						
	TOPIC 1:																																							
	TOPIC 2:																																							
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For Examiner's/Moderator's use

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Just

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Past
Present
Future

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

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