



## **Level 1/2 Certificate Specimen Paper**

### **German**

#### **Speaking Test**

SPECIMEN PAPERS

### **Teachers's Booklet**

#### **Contents**

- Photo / Conversation cards A – F

## Card A – Context 2: Holidays

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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## **Card A – Teacher’s Notes**

### **Part 1 – Photo Card**

You begin the conversation by asking the student the compulsory questions listed below. You may ask the questions in any order. The compulsory questions must be asked first and then supplemented with appropriate follow up questions to enable a relevant discussion to take place. You can ask questions about anything related to the topic of holidays, but the questions should be pitched at the right level for the student’s ability

The **maximum** time for this part of the test is 3 minutes, but may well be less than that for some students.

- Was kannst du auf diesem Foto sehen?
- Wie findest du den Urlaub am Strand?
- Was kann man machen, wenn man im Urlaub an der Küste ist?
- Wohnst du lieber in einem Hotel oder auf einem Campingplatz? Warum?
- Was machst du, wenn du im Urlaub bist?

You may now ask your own follow up questions to complete Part 1. Please ensure that you do not go over the maximum time limit (3 mins) for the whole of this part of the test.

### **Part 2 General Conversation**

**Topic 1**      Making Choices

**Topic 2**      Socialising

### Card B – Context 4: Communication

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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## Card B – Teacher’s Notes

You begin the conversation by asking the student the compulsory questions listed below. You may ask the questions in any order. The compulsory questions must be asked first and then supplemented with appropriate follow up questions to enable a relevant discussion to take place. You can ask questions about anything related to the topic of Communication, but the questions should be pitched at the right level for the student’s ability

The **maximum** time for this part of the test is 3 minutes, but may well be less than that for some students.

- Was kannst du auf diesem Foto sehen?
- Wie findest du die neue Technologie?
- Gibt es Nachteile mit sozialen Netzwerken? Warum (nicht)?
- Wofür brauchst du einen Computer?
- Was ist das Beste an Handys, deiner Meinung nach?

You may now ask your own follow up questions to complete Part 1. Please ensure that you do not go over the maximum time limit (3 mins) for the whole of this part of the test.

## Part 2 General Conversation

**Topic 1** Travelling abroad

**Topic 2** Being part of a community

### Card C – Context 1: Music

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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## Card C – Teacher's Notes

You begin the conversation by asking the student the compulsory questions listed below. You may ask the questions in any order. The compulsory questions must be asked first and then supplemented with appropriate follow up questions to enable a relevant discussion to take place. You can ask questions about anything related to the topic of music, but the questions should be pitched at the right level for the student's ability.

The **maximum** time for this part of the test is 3 minutes, but may well be less than that for some students.

- Was kannst du auf diesem Foto sehen?
- Spielst du ein Instrument? Magst du das? / Möchtest du ein Instrument spielen? Warum (nicht)?
- Wie findest du Popmusik?
- Wann hörst du Musik?
- Findest du es besser, Musik vom Internet herunterzuladen oder CDs zu kaufen?

You may now ask your own follow up questions to complete Part 1. Please ensure that you do not go over the maximum time limit (3 mins) for the whole of this part of the test.

## Part 2 General Conversation

**Topic 1**      Making choices

**Topic 2**      Travelling abroad

### Card D – Context 4: Career

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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## Card D – Teacher's Notes

### Part 1 Photo Card

You begin the conversation by asking the student the compulsory questions listed below. You may ask the questions in any order. The compulsory questions must be asked first and then supplemented with appropriate follow up questions to enable a relevant discussion to take place. You can ask questions about anything related to the topic of work, but the questions should be pitched at the right level for the student's ability.

The **maximum** time for this part of the test is 3 minutes, but may well be less than that for some students.

- Was kannst du auf diesem Foto sehen?
- Möchtest du in der Zukunft Koch/Köchin werden?
- Was meinst du dazu, mit 16 Jahren einen Teilzeitjob zu haben?
- Ist es eine gute Idee, ein Arbeitspraktikum zu machen? Warum (nicht)?
- Deiner Meinung nach, was ist das Wichtigste an einem Beruf?

You may now ask your own follow up questions to complete Part 1. Please ensure that you do not go over the maximum time limit (3 mins) for the whole of this part of the test.

### Part 2 General Conversation

**Topic 1**      Socialising

**Topic 2**      Being part of a community

### Card E – Context 3: Home and local issues

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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### Card F – Context 3: School and college

- You have two minutes to look at the photo.
- Your teacher will then ask you questions about the photo and about topics related to what you see in it.
- This part of the test will last no longer than 3 minutes.



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## Card F – Teacher’s Notes

### Part 1 Photo Card

You begin the conversation by asking the student the compulsory questions listed below. You may ask the questions in any order. The compulsory questions must be asked first and then supplemented with appropriate follow up questions to enable a relevant discussion to take place. You can ask questions about anything related to the topic of school, but the questions should be pitched at the right level for the student’s ability.

The **maximum** time for this part of the test is 3 minutes, but may well be less than that for some students.

- Was kannst du auf diesem Foto sehen?
- Wie findest du die Schulregeln in deiner Schule?
- Was ist dein Lieblingsfach? Warum?
- Was machst du während der Pause?
- Was für Einrichtungen gibt es in deiner Schule?

You may now ask your own follow up questions to complete Part 1. Please ensure that you do not go over the maximum time limit (3 mins) for the whole of this part of the test.

### Part 2 General Conversation

**Topic 1** Travelling abroad

**Topic 2** Being part of a community

# **LEVEL 1/2 CERTIFICATE in FRENCH, GERMAN and SPANISH**

## **Speaking Mark Scheme**

### **Part 1 (Total 15 marks)** **Communication**

13-15	Gives clear information in reply to all or nearly all questions. Responses are generally in the form of longer answers, which show development of ideas. Gives and explains 2 or more opinions.
10-12	Answers most questions clearly with some longer answers, showing some development of ideas. Gives 2 or more opinions and explains at least one of them.
7-9	Gives understandable replies to most questions, some of them in sentence form. Gives at least 2 opinions.
4-6	Gives understandable short replies to most questions. Gives at least 2 opinions.
1-3	Communicates very little information in short responses to some questions.
0	Communicates nothing.

### **Part 2 General Conversation (Total 30 marks)**

	<b>Marks</b>
<b>Content</b>	10
<b>Range and Accuracy of Language</b>	10
<b>Pronunciation and Intonation</b>	5
<b>Interaction and Fluency</b>	5
<b>TOTAL</b>	30

	<b>Content</b>
9-10	<b>Very Good</b> Information, ideas and points of view are presented and explained with confidence.
7-8	<b>Good</b> A good amount of information and points of view are conveyed and regularly developed.
5-6	<b>Sufficient</b> A reasonable amount of information and points of view are conveyed and sometimes developed.
3-4	<b>Limited</b> Some simple information and opinions are conveyed. Few responses are developed.
1-2	<b>Poor</b> Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

<b>Marks</b>	<b>Range and Accuracy of Language</b>
9-10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors may appear especially where more complex structures are used.
7-8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5-6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3-4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1-2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

<b>Marks</b>	<b>Pronunciation and Intonation</b>
5	Consistently good pronunciation and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

<b>Marks</b>	<b>Interaction and Fluency</b>
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.



- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Content. (See tables below).
- If a mark is awarded for Content, this will inevitably lead to the award for a mark for Pronunciation and Intonation, for Interaction and Fluency and for Range and Accuracy of Language.
- A mark of zero for Content will automatically result in a zero score for the task as a whole.

<b>Content</b>	<b>Marks for each of Pronunciation and Intonation and Interaction and Fluency</b>	<b>Marks for Range and Accuracy of Language</b>
0	0	0
1 – 2	1 – 2	1 – 4
3 – 4	1 – 3	1 – 6
5 – 6	1 – 4	1 – 8
7 – 8	1 – 5	1 – 10
9 – 10	1 – 5	1 – 10

**The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams. Further examples of (un)acceptable answers will be added at the standardisation meeting once the examination has been sat.**