

# GCE

## German

November 2008

Oral Training Guide

**Edexcel Advanced Subsidiary GCE in German (8GN01)**

First examination 2009

**Edexcel Advanced GCE in German (9GN01)**

First examination 2010

Final draft





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# Part 1 General guidelines

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## Introduction

This guide is for teachers who are preparing candidates for and conducting the Edexcel GCE German oral examinations. This guide relates to the requirements of the Edexcel Advanced Subsidiary GCE and Advanced GCE in German specification (for teaching from September 2008).

The Advanced Subsidiary GCE (AS level) oral examination will be assessed for the first time in January 2009 and the Advanced GCE (A2 level) oral examination in June 2010. All the tests will be externally assessed by Edexcel.

The AS level oral examination is *Unit 1: Spoken Expression and Response in German*.

The unit code is:

6GN01 German

The A2 level oral examination is *Unit 3: Understanding and Spoken Response in German*.

The unit code is:

6GN03 German

## Essential preparation

Teachers should familiarise themselves with the details of the AS oral examination (Unit 1) in the Edexcel GCE German specification (page 4), the assessment requirements (page 9), the unit description (pages 19-23) and the assessment criteria (pages 24-25). The details of the A2 oral examination (Unit 3) can be found on page 6, the assessment requirements on page 11, the unit description on pages 33-35 and the assessment criteria on pages 36-37 of the Edexcel GCE German specification.

Teachers should also refer to the Oral Training Guide section in the *Getting Started* (Edexcel GCE in German) booklet.

Related documents can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com). The assessment criteria for Units 1 and 3 can also be found on page 9 of this guide.

**It is essential that teachers are aware of the requirements of each unit, as incorrectly conducted tests can adversely affect candidates' marks.**

# AS Unit 1: Spoken Expression and Response in German

Students will be rewarded for their ability to demonstrate understanding of a short German-language text (linked to one of the general topic areas of the AS specification) and to engage in general discussion on the same general topic area. Understanding of the text will be tested by questions posed by the teacher/examiner, who will then develop the conversation into a more general discussion of the topic area.

Before the test, students will choose one of the four following general topic areas:

**Youth culture and concerns**

**Lifestyle: health and fitness**

**The world around us: travel, tourism, environmental issues and the German-speaking world**

**Education and employment.**

A definitive list of the subtopics linked to each of these general topic areas is provided below:

- Youth culture and concerns
  - Music and fashion
  - Technology (eg MP3/blogs/mobile phones/internet/games)
  - Relationships (family/friendships and peer pressure)
  - Drink, drugs, sex
- Lifestyle: health and fitness
  - Sport and exercise
  - Food and diet
  - Health issues (eg smoking, skin cancer, health services)
- The world around us: travel, tourism, environmental issues and the German-speaking world
  - Tourist information, travel and transport
  - Weather (eg natural disasters, climate change)
  - Pollution and recycling
- Education and employment
  - Education (schooling and higher education)
  - Education policy and student issues
  - The world of work (eg the changing work scene, job opportunities and unemployment).

Students are free to choose any of the four general topic areas, depending on their preference and interests. Students should be advised to choose a topic area with which they are familiar and which they are prepared to discuss in detail.

Unit 1 tests will be set on each of the four topic areas. The tests will be in the form of a short stimulus text in the target language. 15 minutes before the test, students will be given, at random, one of the stimuli for the topic area they have chosen. Examples of these stimuli can be found in the specimen assessment material published by Edexcel and can be downloaded from the Edexcel website at [www.edexcel.com](http://www.edexcel.com).

**Each stimulus must be exploited in accordance with the sequence stipulated by Edexcel for each examination session.**

This sequence must be applied to all candidates except where a particular instruction might cause distress (eg reference to relative who is ill or similar situation); in this case the next suitable stimulus must be used. The sequence must be continued after breaks in examining in any one day, for example after lunch.

Students will have 15 minutes preparation time to study the stimulus allocated to them. During this time, they should study the text with a view to answering questions about it, and to discussing the subject of the text in more detail.

Students should be encouraged to use this time effectively. Further guidance on preparing students for the test can be found later in this handbook.

It is important that students know that, in the first part of the test (Section A), they will be asked to offer opinions about the subject of the text and the related subtopic, and to discuss it in some detail, in addition to demonstrating comprehension of the text. In the second part of the test (Section B), students will need to talk about other aspects of the general topic area they have chosen.

Students may not use a dictionary or any other resources during the preparation time. They may make notes (up to one side of A4 paper if they wish), but must not write on the stimulus provided.

Students must take both the stimulus and any notes into the examination and may refer to both at any point during the test. Both the stimulus and the notes must be handed to the teacher/examiner at the end of the test, and must be retained by the centre until 20<sup>th</sup> September in the year of the test.

The Unit 1 test comprises two sections.

## Section A

The teacher/examiner will begin the test by asking the four questions set by Edexcel and printed in the teacher/examiner's material. These questions do not appear on the test card given to the students.

The first two of these four questions ask students to demonstrate factual understanding of the stimulus text. The second two ask students to express their opinions about, or give their reactions to, the subject matter of the stimulus text.

In the interests of comparability and for the purposes of fair assessment across all centres, **the teacher/examiner must not rephrase or expand on these questions**. It is very important that teacher/examiners do not rephrase or expand on these questions, as to do so will adversely affect the students' marks for *Response* and *Understanding (Stimulus specific)*.

However, although the questions provided by Edexcel will use the formal 'you' to address the candidate, the teacher/examiner may use the informal 'you' to address the candidate if more appropriate and undertake any necessary change as a result of this to the linked verbs and adjectives etc. No other unnecessary changes must be made.

As teacher/examiners may not rephrase or expand the four questions set by Edexcel, during preparation for this part of the test students should be coached to give full and/or extended answers to the set questions.

If a student provides a particularly full answer to the third question that pre-empted the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

## Section B

In this section, the teacher/examiner must initiate a discussion about the general topic area chosen by each student. The specific topic of the stimulus may be used as a starting point for this discussion, but the teacher/examiner must move away from this topic to more general discussion of the topic area and its linked subtopics. Failure to move away to different subtopics could have an adverse impact on final marks.

A list of questions that relate to each of the subtopics identified for all of the general topic areas can be found on page 21 of this guide. The questions are not in sequence, nor are they mandatory. They may be rephrased or substituted by others related to the same subtopic. Teachers should also devise additional questions of their own related to each of the subtopics.

There is no requirement in the AS Unit 1 oral test for students to demonstrate knowledge of countries and contexts in which German is spoken<sup>1</sup>, though of course they are free to do so.

Although this unit relates to a chosen general topic area, it is essentially designed to assess manipulation and understanding of the German spoken language. The general topic areas should be considered as different contexts in which students can develop, use and understand spoken German language. *Detailed, specialist* German vocabulary or *detailed and specialist* knowledge of the chosen general topic area are not required.

## Timing of the AS Unit 1 test

The AS Unit 1 test should last between eight and 10 minutes.

The test time should be divided equally between Sections A and B. However, if students complete the answers to the questions in Section A in less than four minutes, the teacher/examiner should ensure that the discussion in Section B is extended, in order that the **total test time is at least eight minutes**. Excess candidate material will not be assessed.

## Choice of AS Unit 1 general topic area

Students must consider their free choice of general topic area for the AS level Unit 1 test very carefully. They should be advised to choose a general topic area which they have prepared and which they are ready to discuss in detail.

It is anticipated that students from the same centre will choose to prepare different general topic areas, in order to reflect the range of their individual interests. Some overlap of topic choice is however expected.

Students may use this assessment as an opportunity to compare and contrast different topics both from a UK perspective and from knowledge of a German-speaking country or countries.

Students must inform the teacher/examiner which general topic area they have chosen before the test via an Oral Topic Form, one copy of which must be given to the teacher/examiner (or visiting examiner, if applicable) in advance of the examination.

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<sup>1</sup> With the exception of *The world around us: travel, tourism, environmental issues and the German-speaking world*.

## A2 Unit 3: Understanding and Spoken Response in German

In this test, students will be rewarded for demonstrating the ability to understand spoken German and to use German to explain, to clarify, to justify a point of view, to express opinions and to defend an argument. They will have to demonstrate knowledge of the issue they have chosen to discuss and will need to show evidence of wide-ranging reading and research into this issue.

Students will introduce the issue they have chosen for up to one minute, after which the teacher/examiner will facilitate debate on this issue for up to a further four minutes.

After debate on this first chosen issue, the teacher/examiner must introduce at least **two further issues** for discussion. Students must not know in advance of the test which further issues the teacher/examiner will choose for discussion: these must be unpredictable elements of the test.

It is in the students' interest for teacher/examiners to cover a range of issues for discussion, in order that students can demonstrate both the breadth and depth of their knowledge and linguistic competence.

As students will be rewarded for the ability to understand and respond to the spoken language, it is important that the teacher/examiner's questions are sufficiently challenging to allow the candidate to access the full range of marks for *Comprehension and Development* (see mark grid on page 12 of this guide). If the teacher/examiner's questions are not sufficiently complex and challenging, students' opportunities to score high marks in this area of assessment will be constrained.

### Timing of the A2 Unit 3 test

The A2 Unit 3 test should last between 11 and 13 minutes.

The initial issue (chosen by students before the test) should be debated for up to five minutes in total. Students should introduce the issue for about one minute before debate begins, and the teacher/examiner should interrupt students if this introduction exceeds about one minute. This introduction is followed by up to four minutes debate on this issue.

The rest of the test (six to eight minutes) is for discussion of at least two further issues, chosen by the teacher/examiner. Students will not know in advance of the test which issues the teacher/examiner will introduce for discussion. This time does not have to be divided precisely between these further issues, but care should be taken to ensure that students have the opportunity to discuss at least two further issues in detail. Excess material will not be assessed.

Teacher/examiners must ensure that the unpredictable issues in this unit are linked to the general topic areas described in the specification. All students at A2 will be expected to have covered most of the seven general topic areas to some degree, and students who are able to demonstrate good knowledge of any of these areas should be rewarded accordingly. Teacher/examiners should not require the candidate to produce any very detailed or specialised knowledge in the follow-on unpredictable discussions.

### Choice of A2 Unit 3 Issue

Students should choose an issue which they are prepared to research in depth and which is suitable for debate. Students must take a definite stance on the issue and maintain this during their assessment.

There is no requirement in the A2 Unit 3 oral test for students to demonstrate knowledge of countries and contexts in which German is spoken, though of course they are free to do so.

Students have a completely free choice of the issue they wish to debate; **it does not have to relate to any of the AS or A2 general topic areas.**

**As students have to indicate a stance on the issue they have chosen, they would be well advised to consider carefully the way in which the issue for discussion is phrased. It is often useful to use a statement beginning 'I think that ...' or 'In my opinion ...' in order that the stance taken is clear.**

Examples of suitable issues, making the stance clear, are 'I think that university education should be free to all students', or 'In my opinion, the ban on smoking in public places is wrong'. Please note that these are given only as an indication of the sort of possible issues and stances that students might consider.

Students must complete an Oral Chosen Issue form in advance of the test, on which they must write a brief statement about the chosen issue. One copy of this form must be given to the teacher/examiner before the test. Students must take a copy of this form into the examination and may refer to this at any point during the test. One copy of the Oral Chosen Issue form must be sent, with the recording, to the examiner.

## Preparing students for the oral tests

### The AS Unit 1 test

For AS Unit 1, students must choose one of these general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the German-speaking world
- Education and employment.

Students have a free choice of these areas.

These areas are the four AS general topic areas which will have been studied in class, but in preparation for the Unit 1 test, students should be encouraged to undertake additional, independent research. They have the opportunity to investigate the general topic area of their choice in greater depth and the freedom to introduce aspects of the topic in which they are interested.

In preparation for this test, teachers can build on their students' natural curiosity, creativity and individual interests. Possible activities might include:

- Students work in small groups to identify which of the general topic areas interests them most, and aspects of that area which they might explore.
- Individual students research a particular aspect of the general topic area they have chosen and present it to the rest of the group. Students might prepare a PowerPoint presentation, a worksheet or vocabulary list for their classmates, or an activity for their classmates to do.
- Students interview each other and/or their teacher to canvass opinion and ideas about a particular topic.
- Students write mind maps to identify links between aspects of the topic and to expand and order their ideas.
- Students consider questions for each other about the general topic area they have chosen, and practise answering these questions in as much detail as possible.
- Students time themselves (or each other) talking about a particular subtopic of the general topic area they have chosen, trying to increase each time the amount of time they can talk without needing to be prompted (from 10 seconds, to 15, to 20, etc.)

When researching the general topic area they have chosen, students may use internet-derived sources, but should also be encouraged to refer to books, newspapers, magazines, television and radio programmes. They might also use examples from their own life to illustrate a point, or they might ask their classmates, teachers or the foreign language assistant for help and ideas. Students might consider comparing, for example, reactions to a specific issue in the UK and in other countries.

Teachers should share the content of the assessment grids for this unit with their students, so that students are fully aware of the assessment demands and can bear these in mind when preparing for the test.

Students must be aware that teacher/examiners are not allowed to rephrase or expand on the initial four questions on the stimulus text for this unit, and that students should answer these questions as fully as possible.

If a student provides a particularly full answer to the third question that pre-empts the fourth question, the teacher/examiner should still ask the fourth question. This is done to ensure that all candidates have the same assessment experience, but students need to be advised that this could occur.

## The 15 minutes preparation time

Before the Unit 1 test, students will have 15 minutes to study a stimulus text linked to the general topic area they have chosen. Students must not write on this stimulus, but can make notes on a separate piece of paper. Both the stimulus and any notes must be taken into the exam room, and students can refer to these at any point during the test. However, students must not refer to dictionaries or any other resources during the preparation time.

Teachers may wish to advise their students of the following to ensure that they make good use of their time:

- Begin by reading the entire text through (possibly two or three times)
- Make bullet point notes of the main points of the text
- Make a note of any vocabulary from the text which might be useful in discussion of this topic
- Do not waste time writing out complete sentences; you will not be allowed to read out long prepared statements anyway (remember that marks are awarded for spontaneity in this unit)
- Consider the types of questions which might be asked about the text, and your answers to these questions
- Identify any vocabulary you already know that might be useful when answering questions on this topic.

## The A2 Unit 3 oral test

For A2 Unit 3, students choose an issue they wish to debate and must take a stance on this issue. They do not have to choose an issue related to the country/culture whose language they are studying, but they can do so if they wish. The issue does not have to relate to one of the general topic areas in the Edexcel specification.

Much of the preparation for this unit will be similar to that for Unit 1 (see above). Teachers should share the assessment grids for this unit with the students, and make sure that students are aware of the need to defend the stance that they have adopted on their chosen initial issue.

When choosing the issue they wish to debate for the first part of this test, students would be well-advised to choose an issue about which they have a strong opinion. As mentioned previously, they should phrase the title of the issue so that their stance is clear, for example 'I think that ...' or 'In my opinion ...'. They must be sure that the issue can provide them with sufficient material for a one-minute presentation followed by four minutes of debate (they should have four or five different arguments in support of their point of view) and can include facts and figures to support their argument.

## Examining technique

Teacher/examiners should take every care to familiarise themselves with the requirements of the oral tests, as tests which are conducted incorrectly can adversely affect the students' marks.

Teacher/examiners conducting the tests need to put the students at ease, to be friendly and approachable and to ensure that the questions asked encourage the student to achieve the highest standard of which they are capable. They must balance this with the responsibility to conduct the test to comply with the conditions of the Edexcel specification. Students will also expect that the test will be conducted with due seriousness and formality.

In order to put students at ease, the teacher/examiner should ensure that the examination room is prepared well in advance, providing sufficient space (including table space on which students may put the AS Unit 1 allocated stimulus and any notes, or the A2 Unit 3 oral form) for both the teacher/examiner and each student to feel comfortable.

The teacher/examiner should ask a range of questions which will push the students to reach their linguistic 'ceiling'. With the exception of the four prescribed questions on the AS Unit 1 stimulus, which must not be rephrased, the teacher/examiner should encourage students to expand on answers and to provide detail and clarification.

In the A2 Unit 3 test, the teacher/examiner should challenge the students' point of view, allowing students to defend their opinion and to demonstrate the ability to debate. In the A2 Unit 3 test, the teacher/examiner must also ensure that the questions are sufficiently complex and challenging to allow students to access the full range of marks available for *Comprehension*. General conversation should be avoided, as it is not appropriate in this test. Students should continue to demonstrate their ability to debate and discuss issues throughout the test and the teacher/examiner should give them every opportunity to do so. In-depth, specialist and/or factual knowledge is not expected in the Unit 3 test.

The teacher/examiner should establish eye contact with the students, make the students feel that the teacher/examiner is listening intently to the responses and should refrain from interrupting or from talking too much. It is the teacher/examiner's role to keep the discussion going, to encourage the students and to ensure that the test is correctly conducted, but their contribution should be kept to a minimum. The teacher/examiner must not correct students' language, nor express disapproval. The test should conclude on a positive note and students should leave the exam room feeling that they have given the best performance they possibly could.

### Examining technique checklist for AS Unit 1 and A2 Unit 3

- The teacher/examiner should put the candidate at ease and remain friendly and encouraging throughout
- The teacher/examiner should ask open questions and offer encouragement
- The teacher/examiner should not proffer anecdotes, opinions, advice or information
- The conversation/discussion should flow naturally
- The teacher/examiner should elicit from the candidate a range of functions, for example narrate, explain, clarify, hypothesise, justify, speculate, describe
- The teacher/examiner must not allow the candidate to recite large amounts of pre-learned material
- The teacher/examiner should encourage students to reach their linguistic ceiling
- The test should end on a positive note
- The teacher/examiner must keep to the time allocated to the test.

## Assessment criteria

Students will be rewarded for their performances according to the following assessment criteria, which will be applied on a 'best fit' basis.

### Unit 1

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

### Unit 3

Mark	Response (AO1)
0	No rewardable material.
1-4	Minimal incidence of spontaneous discourse; very limited range of structures; no use of abstract language.
5-8	Limited incidence of spontaneous discourse; limited range of lexis and structures; very little evidence of abstract language.
9-12	Satisfactory incidence of spontaneous discourse; range of lexis and structures adequate with some ability to handle language of abstract concepts.
13-16	Frequent examples of spontaneous discourse; good range of lexis and structures; good use of abstract concepts.
17-20	Very high incidence of spontaneous discourse; impressive range of lexis and structures.

Mark	Quality of language (AO3)
0	No rewardable material.
1-2	Very flawed language, often impeding comprehension; pronunciation and intonation very inauthentic.
3	Basic errors, impeding comprehension at times; pronunciation and intonation erratic.
4	Accuracy variable with some basic errors; pronunciation and intonation generally good with some lapses.
5	Good level of accuracy with occasional, usually minor, errors; good pronunciation and intonation.
6-7	Highly accurate; excellent pronunciation and intonation.

Mark	Reading and research (AO2)
0	No rewardable material.
1	Scant evidence of any reading and research into the chosen issue and other topics discussed; very superficial.
2-3	Little evidence of reading and research into the chosen issue and other topics discussed; obvious gaps and very little detail.
4	Adequate evidence of reading and research into the chosen issue and other topics discussed but overall lacks breadth and detail; somewhat inconsistent.
5-6	Good to very good evidence of wide reading and research into the chosen issue and other topics discussed with occasional gaps; some pertinent detail at times.
7	Excellent evidence of in-depth and very wide reading and research into the chosen issue and other topics discussed; excellent detail.

Mark	Comprehension and development (AO1)
0	No rewardable material.
1-4	Minimal comprehension; many basic question forms unknown; minimal development.
5-7	Limited comprehension; basic question forms generally known but little beyond; limited development of resources.
8-10	Adequate level of comprehension; responds appropriately to basic question forms but experiences problems with more complex question forms and structures; adequate development.
11-13	Copes with a variety or wide variety of question forms although more complex forms pose problems at times; generally good to very good development of responses.
14-16	Excellent level of comprehension; responds at a consistently high level to a wide range of complex and challenging question forms; excellent development.

## Part 2 Exemplar material

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### AS Unit 1 specimen tests and commentaries

#### Candidate 1

#### Lifestyle: health and fitness – sample stimulus 2



#### Comments on the oral assessment

##### Section A:

The candidate lifts the answer to the first question more or less verbatim from the text, but this is acceptable. In the second question he tries to expand a little more and adds to the list of desirable food items *Essen, das nicht zu viele Kalorien haben*.

He has the habit of reformulating the question in his answer, which is presumably what he has been taught to do. It could also be a strategy to play for time to think of an answer. But he does answer correctly, adding *auch man kann konzentrieren besser, wenn man ein gutes Frühstück gehabt hat*. He elaborates to a certain extent on his own breakfast, but not exactly his daily routine, which was mentioned in the question. The lexis is fairly basic, *ich habe ein bisschen Orangensaft, ein bisschen Brot und das ist genug für mich*.

[Time: 2 minutes 9 seconds]

##### Section B:

The first question relates to the meals which the school offers. Again it is fairly basic, with some errors. *Ja, gibt es ein gutes Menü, das die Schul gibt für die Kindern, aber ich esse nicht in die Schule*. The candidate explains that he prefers to eat when he wants to: he does use a comparative form, *einfacher*. The discussion then moves on to sport, and he admits that he is not *sportlich*. But he does develop this and says *aber man kann auch andere Dinge machen, zum Beispiel man kann wandern oder radfahren. Das Sport ist nicht absolut nötig*: he is able to express his opinion here. But then he repeats that one can also do other things.

The next sub-topic is smoking: *persönlich rauche ich nicht, aber andere Leute denken, dass es cool ist*. Good word order here. The candidate develops this and says it is too expensive and bad for one's health, but he does not know the word for cancer and says it in English. He also says *wenn man rauchen*. Singular/plural incompatibility is often the sign of a weaker candidate. When asked about the *Rauchverbot*, he does not seem to understand immediately and it has to be elaborated. He attempts a more complicated sentence, *weil nicht alles mag rauchen, also man sollte rauchen, nur wenn man nicht in einer.... Bäude ist*. He has forgotten the word for building, and the word order is somewhat affected.

The discussion moves on to alcohol: the candidate thinks most young people do not drink too much. He seems to be on the point of expanding this, *es ist sehr schwierig, um.....zu.....*. Then there is a long pause and the sentence remains unfinished. The teacher/examiner poses another question, suggesting that people should perhaps be age 21 before buying alcohol. *Aber junge Leute würde noch Alkohol bekommen von Geschäfte*. The teacher/examiner asks if parents should exert more control over what their children eat and drink, and the candidate attempts an answer, but it remains unfinished as he is

lacking the relevant lexis. *Sie muss ihr einiges..... Mind.....*The teacher/examiner concludes the test at this point.

[Total time: 8 minutes 43 seconds]

### Assessment feedback

#### Quality of language (Accuracy)

The accuracy is variable but rarely impedes communication. Many examples have already been referred to above. There are some adjectival errors, *meiste junge Leute*, and gender slips, *ein gutes Idee*. Pronunciation and intonation are generally good.

Mark band: 4-5

#### Quality of language (Range of Lexis)

The range of lexis is adequate, but it is not wide-ranging. There are subordinate clauses with *weil*, *wenn*, *dass*, and to his credit, the word order is mainly accurate. He can use modal verbs: *es sollte illegal sein*. There is little evidence of tenses other than the present, but the topic does not lend itself to much development in this direction.

Mark band: 4-5

#### Response

The candidate responds quite readily, and attempts a reply to every question. One question has to be expanded before he gets to grips with it, but mostly he understands the implications. He is not always able to develop his answers in any great depth. His linguistic limitations, lack of appropriate lexis, perhaps hold him back. He appears to be considering his answers as he progresses, but cannot always quite formulate what he would like to say.

Mark band: 9-12

#### Understanding (Stimulus specific)

The candidate demonstrates a good understanding of the stimulus, and replies to the prescribed questions appropriately.

Mark: 3

#### Understanding (General topic area)

The candidate tackles all the topics quite well. He analyses school food and the importance of sport. He discusses the dangers of smoking at some length and is not in favour of legalising cannabis. He does not perceive alcohol as an enormous problem. His ideas are relevant to the general topic area, but there is not a great deal of depth.

Mark band: 7-8

## Candidate 2

### Education and employment – sample stimulus 1



#### Comments on the oral assessment

##### Section A:

This candidate demonstrates a good understanding of the stimulus material. In the first two questions the content presents no difficulties. His reply *in dieser Multimedienwelt ist Lesen nicht so wichtig* is a good example of how he is getting to grips with the topic. His opinion on the significance of reading in the modern world, *wenn man nicht lesen kann, kann man in unserer Gesellschaft nicht arbeiten*, shows a sound analysis of the point under discussion.

[Time: 2 minutes 10 seconds]

##### Section B:

The conversation then moves on to a more general discussion about reading. The candidate admits to not reading a great deal himself: however, he formulates a complex sentence by way of explanation: *seitdem ich Abitur gemacht habe, fange ich zu lesen an ..... Vorher habe ich fast nichts gelesen*.

The next sub-topic is television: *wenn es Sport im Fernsehen gibt, sehe ich fern*. The candidate's grasp of word order is very sound. He thinks it is better *in die Kneipe zu gehen*: again, *in* followed by the correct case is gratifying. He also self-corrects: *als im Hause.....zu Hause*. This is often a sign of a more able candidate, who can hear after they have said it, that it is not quite right.

The discussion then moves on to talking about the internet, and he is quite forthcoming here. He mentions Wikipedia and other sites as being helpful for homework, and adds *es gibt viel mehr Vorteile als Nachteile*. He refers to the dangers of pornography, extremism and terrorism. He is able to think around the topic and articulate his opinions.

The next sub-topic is the advantage or otherwise of going to university. Again the candidate can produce some sound ideas, and is able to give a balanced viewpoint.

Unemployment is introduced, and he asks if the examiner means in England. It is always encouraging to hear the candidate asking a question, as it sounds like a much more natural conversation. This was in fact a visiting examiner, who did not know what topics had been discussed in class, so it was inevitably very spontaneous. He says *man kann Sozialprojekte gründen*. The problem of homelessness is touched on: *wenn man in die dritte Welt gehen, gibt es viel mehr*. An unusual slip here, with singular/plural misalignment, but even the best candidates flag.

[Total time: 8 minutes 32 seconds]

#### Assessment feedback

##### Quality of language (Accuracy)

The general level of accuracy is very good: correct adjectival agreements *einen guten Beruf*, correct modal verbs *können ....sehen*. Good use of prepositions, as referred to above. Pronunciation and intonation very good.

Mark band: 6-7

### Quality of language (Range of Lexis)

There is a good range of lexis in all the topics covered: *Rechtsextremismus*, *Berufsmarkt*. The candidate can use the conditional form *könnte*, and can operate in a variety of tenses. Word order is very good, and he uses subordinating conjunctions *wenn*, *dass*, *weil*, accurately.

Mark band: 6-7

### Response

The candidate is able to respond readily to all questions. There are no problems with comprehension and very little hesitation. He is able to develop the sub-topics well, and is not content with a single sentence utterance. An example of spontaneous, fluent discourse.

Mark band: 17-20

### Understanding (Stimulus specific)

The candidate gives full and detailed answers to the prescribed questions. He has no problem with the content and is able to articulate his opinions in questions 3 and 4.

Mark: 4

### Understanding (General topic area)

This candidate has many relevant ideas and opinions. He is able to express himself clearly, and has some well articulated sentences. He demonstrates a very good understanding of the general topic area.

Mark band: 7-8

## Candidate 3

### The World Around Us – sample stimulus 2



#### Comments on the oral assessment

##### Section A:

The candidate answers the first question in some detail, giving examples of the various *Tonnen* and their purposes. The second question is also answered correctly. The third question initiates a good analysis of the benefits of recycling, beginning with *Recycling hilft unserer Umwelt*. She has four ways in which she personally cares for the environment, so she has dealt with all of the questions very efficiently in a short space of time. This will no doubt be a phenomenon amongst more able candidates, including native speakers, or candidates who naturally speak more rapidly.

[Time: 2 minutes 1 second]

##### Section B:

The candidate is asked about the environment where she lives: *nicht so sauber wie Deutschland*. It is refreshing to hear a comparative form correctly used. But then she says *die Regierung anbietet Recyclingkörbe*, which seems an unexpected error. The conversation develops into a discussion about car usage, and she has some good reasoning here: *für die 17 Jährigen ist es eine neue Stufe der Unabhängigkeit*. She continues the conversation with a discussion about *fossile Brennstoffe, Abgase*. She has good relevant lexis, which is creditable considering that this is a topic which up till now has not been covered in the AS year of teaching.

She is then asked about industry in the area, but she is not so forthcoming on this, presumably because there is none. This develops into a discussion as to whether tourism is an industry. She agrees that it is in London: *es stimuliert die Ökonomie...es anbietet viele Jobben*, but she can also perceive the disadvantage in that *die Saisonjobben verlassen die Leute arbeitslos in anderer Jahreszeiten*. She always attempts to give an extensive and reasoned answer. The final question on this sub-topic is *kann Reisen je umweltfreundlich sein?* She seems to lose the thread a bit here and says *die meisten Leuten fahren in die Länder, wo sie leben wollen* which seems something of a non sequitur.

The conversation moves on to *globale Erwärmung* which she is able to define well as *steigende Temperaturen in unserer Atmosphäre*. She has some good lexis here, and is able to enter in to a detailed discussion. She talks about the contribution which individuals can make, *energiesparende Birnen benutzen, öffentliche Verkehrsmittel, recyceln*.

The final question is quite complex: *was würden Sie machen, wenn Sie Premierministerin wären? Welche Maßnahmen würden Sie einführen?* But she has no problems with this and gives three good ideas, concluding with *es muss nur ein Auto pro Familie haben*.

[Total time: 8 minutes 40 seconds]

## Assessment feedback

### Quality of language (Accuracy)

The candidate makes few errors, so the ones she makes are noticeable. Occasional incorrect plurals, *Supermarkten*, *Auton*, but this is counteracted by something like *in heißen Ländern*: a correct dative plural is a relative rarity. Adjectival agreements are normally accurate, genders likewise. Her pronunciation and intonation are very good.

Mark band: 6-7

### Quality of language (Range of Lexis)

The candidate has a good range of quite specialised lexis, as referred to above. *Ich möchte, dass jedes Land ihre Kohlendioxidabgabe..... verändert*: she hesitates for some time before providing a verb. The teacher/examiner offers *verringert*, but the candidate does come up with her own solution. As a general principle, missing lexis should not be provided: it is however sometimes very unnatural not to give an item of vocabulary. She can use comparative forms correctly, *viel größer als*, and she has the correct word order after subordinating conjunctions such as *dass* and *weil*. She can use modal verbs correctly and can operate in a variety of tenses.

Mark band: 6-7

### Response

The candidate deals well with most questions. She speaks spontaneously, with little hesitation. She has no problems with any question forms, including a quite complex conditional structure. She develops her responses well, and is never content with a one sentence reply. There is evidence of her thinking around the topic, and producing relevant information.

Mark band: 13-16

### Understanding (Stimulus specific)

The candidate shows excellent understanding of the stimulus and gives full and detailed answers. She extracts relevant factual information from the text for questions 1 and 2, and gives well-argued opinions for questions 3 and 4.

Mark: 4

### Understanding (General topic area)

The candidate demonstrates a good understanding of the general topic area, and is able to talk about environmental issues in general, and about tourism and global warming in some depth.

Mark band: 7-8

## Candidate 4

### Youth Culture – sample stimulus 1



#### Comments on the oral assessment

##### Section A:

The candidate answers the first two questions fairly accurately but minimally. For question 2 she replies *viel Brutalität*, which although not accurate, does convey the meaning. These questions are designed to be not too taxing, to give the candidate confidence, rather like the presentation of the oral topic in the previous AS oral test. The following two questions invite an opinion. Firstly, as to whether children watch too much television, she answers that it is *nicht gut für die Gesundheit, machen die Kinder sehr Brutalität*. The next question, as to whether a world without television would be possible, is rather sketchily answered: *ohne die Fernsehen Leben würde zu langweilig sein....keine Problem fernsehen zu sehen*.

[Time: 1 minute 54 seconds]

##### Section B:

The first question leads on from the set text: *Sehen Sie persönlich sehr viel fern?* The candidate admits that she does, but successfully uses a future tense to extend her reply: *ich werde in der Zukunft ein bisschen wenig fernsehen sehen*. The questioning then moves on to the use of the computer. She outlines various uses: *ich spiele viele Spiele auf der Computer, ich spreche mit Freunde*. She mentions *Hausaufgaben machen*. When the conversation moves on to *positive Zwecke* she becomes a little repetitive, *Information finden*, but then she is more expansive on the negative aspects of the internet, *ab und zu das ist gefährlich*.

The questioning then moves on to fashion, one of the sub-topics in Youth and Culture. Inevitably the candidate likes shopping, and she adds to this by saying *neue Kleidung für mich ist sehr wichtig, aber es ist nicht essenziell*. In response to a question about designer labels, she says *ich könne leben ohne Mode aber.....*she is insecure with modal verbs, and in the next utterance it is clear that she cannot use the conditional. In reply to the relationship between fashion and music, she says *wenn sie sieht seine Aussicht*, which it is not immediately comprehensible, but is meant to refer to the appearance of rock fans who always wear black; *tragen viele schwarz*.

The next question relates to the importance of friends. The candidate's reply *sie können sprachen über sein Problem* reveals understanding but grammatical inaccuracy. She does use *meiner Meinung nach* and no doubt this could be a teaching strategy for the new specifications, to ensure that candidates have verbs and phrases to enable them to express opinions, which is the purpose of Section B. The final question elaborates on the role of a friend: she is clearly fond of the phrase *ab und zu* which is used here yet again.

[Total time: 9 minutes 19 seconds]

## Assessment feedback

### Quality of language (Accuracy)

The accuracy is variable but does not normally impede communication. In addition to the examples referred to above, there are other grammatical errors, such as *viel oft, für kleinen Kinder*. Adjectival endings and plurals are not very reliable, the use of prepositions is not always correct. Pronunciation and intonation are generally good with some lapses, for example *Gewält*.

Mark band: 4-5

### Quality of language (Range of Lexis)

There is an adequate range of lexis relating to the general topic area, but it is fairly basic. Words like *Verhältnis* stand out as being a little more adventurous. The candidate does not have much success with subordinating conjunctions: *wenn sie sprechen auf der Internet*, nor with inversion: *ab und zu es ist ganz schwierig*. As mentioned above, conditional tense and modal verbs are a weakness. The range of structures is limited.

Mark band: 4-5

### Response

The candidate deals adequately with most questions. There is not a lot of hesitation, and she does try to develop most of her replies into longer than a single sentence utterance. Candidates should be encouraged to develop their answers: question, one sentence reply, then the next question, would not access very high marks here. She speaks spontaneously and there is evidence that she is thinking on her feet.

Mark band: 13-16

### Understanding (Stimulus specific)

The answers to the stimulus are adequate, but fairly basic. The candidate demonstrates an adequate understanding, but not much more.

Mark: 2

### Understanding (General topic area)

The candidate has some relevant ideas and opinions, on computers, the internet, fashion, friends, but it is not in any great depth. She has a satisfactory understanding of the general topic area, but it is relatively superficial. It is likely that her linguistic limitations hold her back from expressing herself in greater detail. The repetition which creeps in occasionally would indicate this.

Mark band: 5-6

# List of suggested questions for use in the AS Unit 1 Oral Test Section B

Listed below are indications of the type of questions teacher/examiners might use in Section B of the AS Unit 1 speaking test.

In Section B of the AS Unit 1 test, the teacher/examiner should develop a discussion about the general topic area chosen by the student. This discussion should move away from the focus of the stimulus used in Section A to the general topic area and its linked subtopics. There is no requirement to cover all of the subtopics. The teacher/examiner may choose one or more of these subtopics for discussion. The number of subtopics covered will depend on the student's response and the student may have more opportunity to demonstrate the extent of his or her knowledge and linguistic ability through a thorough discussion on one or two subtopics than a superficial discussion of several.

Section B will last for not less than 4 minutes, as part of the overall test which lasts 8-10 minutes.

These questions are not prescriptive, but indicate the type of question that a teacher/examiner might ask. An example is given for each of the prescribed subtopics. Open questions should be used where possible in order to elicit a full response from the candidate.

The general principle of the discussion should always be to start by asking more straightforward, accessible questions and then to move on to questions that can progressively take students towards their 'linguistic ceiling'. The teacher/examiner should encourage the student to expand his or her answers and to give reasons for his or her opinions.

Students will have chosen to be tested on one of the following general topic areas and their subtopics, as listed on page 22 of the specification.

- **Youth culture and concerns**
  - Music and fashion
  - Technology (eg MP3/blogs/mobile phones/internet/games)
  - Relationships (family/friendships and peer pressure)
  - Drink, drugs, sex
- **Lifestyle: health and fitness**
  - Sport and exercise
  - Food and diet
  - Health issues (eg smoking, skin cancer, health services)
- **The world around us: travel, tourism, environmental issues and the German-speaking world**
  - Tourist information, travel and transport
  - Weather (eg natural disasters, climate change)
  - Pollution and recycling
- **Education and employment**
  - Education (schooling and higher education)
  - Education policy and student issues
  - The world of work (eg the changing work scene, job opportunities and unemployment)

## **Youth culture and concerns**

### **Music and fashion**

Do you think that young people spend too much money on music/fashion?

*Was meinen Sie, geben Jugendliche zu viel Geld für Musik/Mode aus?*

### **Technology (eg MP3/blogs/mobile phones/internet/games)**

What are the advantages and disadvantages of technology?

*Was für Vor\_ und Nachteile hat die moderne Technologie?*

### **Relationships (family/friendships and peer pressure)**

Who has more influence on young people, family or friends?

*Wer hat mehr Einfluss auf junge Leute, Familie oder Freunde?*

### **Drink, drugs, sex**

Why do young people smoke/take drugs/drink alcohol?

*Warum rauchen Jugendliche/nehmen Drogen/trinken Alkohol?*

## **Lifestyle: health and fitness**

### **Sport and exercise**

What role does sport play in society today?

*Welche Rolle spielt der Sport in unserer heutigen Gesellschaft?*

### **Food and diet**

Do you think that it is important to eat a healthy diet?

*Wie wichtig ist gesundes Essen, glauben Sie?*

### **Health issues (eg smoking, skin cancer, health services)**

Are you for or against the smoking ban in public places in the UK?

*Sind Sie für oder gegen das Rauchverbot in öffentlichen Plätzen in Großbritannien?*

## **The world around us: travel, tourism, environmental issues and the German-speaking world**

### **Tourist information, travel and transport**

Do you often travel abroad?

*Fahren Sie oft ins Ausland?*

### **Weather (eg natural disasters, climate change)**

People often travel these days. Do you think that this affects the climate?

*Leute reisen heutzutage viel. Was für eine Wirkung hat das auf das Klima?*

### **Pollution and recycling**

Are young people interested in the environment?

*Interessieren sich junge Leute für die Umwelt?*

### **Education and employment**

**Education (schooling and higher education)**

Which are the most important school subjects?

*Was sind die wichtigsten Schulfächer?*

**Education policy and student issues**

Do you agree that students should pay for university education?

*Was meinen Sie, sollten Studenten Studiengebühren bezahlen?*

**The world of work (eg the changing work scene, job opportunities and unemployment)**

Which professions are (un)popular today?

*Welche Berufe sind heutzutage besonders beliebt/unbeliebt?*

## A2 Unit 3 specimen tests and commentaries

### Candidate 5



### Comments on the oral assessment

Chosen Issue: *Für Atomenergie*

The candidate presents her arguments in favour of *Atomenergie* very confidently. The presentation lasts almost a minute and is learned, which is to be expected. She is well-informed and has evidence of research: she talks about *aktive und passive Sicherheitssysteme* and can explain what these mean. The range of relevant specialised lexis is good and she uses a variety of structures including the passive. The candidate presents the arguments in favour of atomic energy well, and deals capably with the problem of atomic waste. She hesitates a shade when the debate moves to *Atomwaffen*, but it could be argued that this is moving a little away from the chosen issue. She can discuss different forms of *Brennstoffe* and explains that material other than uranium might be used as fuel for nuclear energy. She maintains her stated stance throughout.

[Time: 5 minutes 10 seconds]

Unpredictable areas:

1. *Fremdsprachen*: as the candidate herself is studying two languages at A level, she is understandably in favour. When the idea of *Englisch als eine Weltsprache* is introduced, and therefore there may be no need to learn any other languages, she sounds quite shocked and is momentarily lost for words. But she is good at explaining the desirability of reading literature in the original language, saying about translations, *die Bedeutung ist ein bisschen geändert*. There is a personal question which creeps in here, about her own study of languages and visits abroad, but it does lead in to the second unpredictable area.
2. *Die Deutschen und die Umwelt*: from personal observation the candidate is able to say that she feels the Germans do far more for the environment, *um eine Steuer zu vermeiden*. Again there is evidence of relevant lexis.
3. *Diskriminierung gegen Frauen: vielleicht im Arbeit*. The number of gender errors is relatively rare, so this is quite noticeable. But in compensation, she is able to use comparatives, *weniger als*. She also has some good linking phrases such as, *auf der einen Seite*. Sentences such as, *Männer und Frauen sind unterschiedlich*, also stand out. In response to the question, *Wenn Sie Premierministerin wären, was würden Sie ändern*, she is able to use the conditional in her reply, which is quite extensive. *Ich würde vielleicht mehr Arbeitsplätze schaffen ..... Armut lösen...* It must be borne in mind that the test was conducted by a visiting examiner, who does not know what topics have been covered in class, so the candidate has to think and respond very spontaneously.
4. *Sollen Mütter mit kleinen Kindern zu Hause bleiben?* The candidate has some opinions here about the division of work between the parents, *um die Kinder zu kümmern*, which seems to be a half-remembered phrase. She is rather sceptical about the concept of a *Hausmann*.
5. *Gewalt: Vielleicht in grossen Städten*, an unusual example of an incorrect plural, but then she adds, *größer als hier wo ich wohne*, which rather compensates. When talking about knife crime, she hesitates, *sie tragen Messer mit.....sich*. She thinks before she speaks and at times self-corrects, which is normally the sign of a more capable candidate.

[Total time: 12 minutes 33 seconds]

## Assessment feedback

### Response

This is an able candidate who displays an impressive range of lexis and structures, both in the prepared issue, and in the unpredictable topics. She can correctly use the passive, the conditional, comparison of adjectives, subordinate clauses. She does not know which topics will be discussed, and although they are likely to be ones which were covered in the A level course, there is no guarantee, as this is a visiting examiner, not the candidate's teacher. She is able to analyse quite complex issues such as safety measures relating to nuclear energy, and she is able to articulate her opinions on what is lost when a literary work is translated.

She is likely to score marks in the highest box for response. It is important to remember that it is not only native speakers who can access the highest marks. Well-prepared, non-native speakers can, of course, access very high grades.

Mark band: 17-20

### Quality of language

The candidate has good pronunciation and intonation, and speaks very confidently, which can sometimes be a little deluding. She is generally accurate, with some occasional minor errors such as incorrect plurals: *Unfalle*, *Stadte*, or an example of the very common *wenn/als* confusion. Sometimes there is a gender slip: *die System*, *das Brennstoffe*, *das Person*. These errors would prevent her from attaining the highest mark, although she is clearly a very able candidate.

Mark: 5

### Reading and research

She has researched her chosen issue well and has a wealth of relevant information. She is able to articulate opinions on all the other topics covered, with very little hesitation or thinking time. Perhaps one would not say excellent evidence, as factual reference is rarely made, but she is certainly able to get to grips with every unpredictable area.

Mark band: 5-6

### Comprehension and development

The candidate has an excellent level of comprehension. There is no indication that she has failed to understand anything which was said. She responds at a high level to a wide range of question forms, including the conditional. She gives detailed answers, not monosyllabic responses or undeveloped lines of thought, as a weaker candidate might do. For example when asked what she would do if she were Prime Minister, she has four ideas: to create more jobs, to help single parents, to reduce poverty, and to help homeless people. She would seem to have been taught to develop an answer, and not to be content with a single sentence, and this is a very laudable aim.

Mark band: 14-16

## Candidate 6



### Comments on the oral assessment

Chosen Issue: *Für Staugebühren*

The candidate's initial presentation lasts just over one minute, and is carefully prepared and practised, as is normally the case. His arguments in favour of a congestion charge are sound and logically presented. There is evidence of detailed research: he refers to a similar scheme in Stockholm. He points out to the examiner that the charge does not apply in the evening. He has some complex sentence structures: when talking about the scheme in Sweden he says, *die einzige, von der ich weiss, und ist ziemlich erfolgreich gewesen*. He speaks strongly in favour of public transport and maintains the stated stance throughout.

[Time: 4 minutes 57 seconds]

Unpredictable areas:

1. *Radfahren*: the first unpredictable topic leads on from the chosen issue. He forgets the word *Benzin*, which is supplied by the examiner, but this is a rare lapse. It should be pointed out that these recordings were made after the candidates had taken their A level examinations and so occasional errors from even the most able candidate are quite plausible.
2. *Neue Energiequellen*: this is a good response and he is able to develop it at some length. He has some complex sentences and relevant lexis: *nicht nur weil wir globale Erwärmung haben werden*.
3. *Atommüll*: he is quite honest here and says, *ich habe keine Ahnung!* However, he does make an attempt and comes up with a very acceptable statement: *ich bin der Meinung, dass Atomkraft keine Lösung ist*.
4. *Die EU: als die EU eingeführt wurde*: an impressive start to a quite complex discussion. The candidate talks about the origins of the EU, and how it has developed recently. He has co-ordinating and subordinating conjunctions, and maintains very accurate word order. When the conversation moves on to the Euro, he has a nice turn of phrase to play for time: *da bin ich sehr unsicher*. He then proceeds to discuss the *Vor- und Nachteile*. He takes a very reasoned and balanced approach to his debate.
5. *Die Türkei: ich meine, dass die Türkei kein europäisches Land ist*. He argues well that Turkey should not become a member of the EU. One has the feeling that these topics have been discussed in class, and that he is able to draw on this residual knowledge, plus his sound lexis, to present his points of view.
6. *Fremdsprachen*: he has an interesting point that *man lernt viel mehr über die eigene Sprache*. He also feels that learning a language helps with the learning process itself, a rather sophisticated concept. There is a personal question at the end about his future plans: perhaps rather disappointingly, he is not going to continue studying German, as he is clearly an excellent candidate.

[Total time: 12 minutes 33 seconds]

## Assessment feedback

### Response

This candidate has an impressive range of lexis and structures. Some have already been referred to above, but in addition he has phrases like *bessere Beziehungen*, complex verb forms like *gegeben hätte*. He operates in various tenses, and has good linking phrases. He has researched and can use lexis relating to the chosen issue. Lexis in the unpredictable areas is also wide-ranging. He can make correct comparisons, *billiger als*. Word order is generally accurate. As this is a visiting examiner, the conversation is inevitably spontaneous, as she does not know which topics have already been discussed in class. This candidate would definitely achieve a mark in the top box.

Mark band: 17-18

### Quality of language

Given that the overall impression here is of a very able candidate, he does make some odd grammatical slips, though they are fairly minor. In the discussion of the issue he says ...*haben sie gleich geblieben*: later he confuses genders: *der Pfund and das Euro*. Pronunciation and intonation are good.

Mark: 5

### Reading and research

The candidate has clearly done some solid research into the congestion charge, which was his chosen issue. He refers not only to London but also to Stockholm, and points out the advantages of using public transport. He dismisses the argument that one has to wait a long time for a bus and says the service is much improved. In the unpredictable areas he is able to marshal evidence to support his viewpoints, such as detail about the EU and *Atomkraftwerke*. A conscientious student.

Mark band: 5-6

### Comprehension and development

The candidate has an excellent level of comprehension. He shows no hesitation in responding to all the topics, and tries to develop them. There is rarely a single sentence response. The debate is not on a superficial level, but deals with complex subjects such as alternative energy and the changing nature of the EU. This is a candidate who has prepared well, and has the linguistic resources to express himself clearly.

Mark band: 14-16

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