GCSE

C820U10-1T

S19-C820U10-1T

GERMAN

Component 1: Speaking
FOUNDATION TIER
SETS 1-9

2019

TEACHER'S COPY

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INSTRUCTIONS FOR TEACHER EXAMINERS (to be read in conjunction with *Guidance for teacher examiners conducting GCSE WJEC Eduqas Component 1 Speaking Modern Foreign Languages non-exam assessments (NEA)* available on the website)

1. Task setting

Tasks will be set by WJEC. The assessment will be carried out by teachers at the centre, audio recorded and marked by external examiners. The task cards (Sets 1-9) will be sent to the Examinations Officer at the centre in a secure pack. There will be instructions not to open the package until the specified date. Each candidate will be allocated one set of cards. The list allocating a set to each candidate will be provided by WJEC following submission of entries. The teacher must ensure that each candidate is assessed with the correct set. Teacher examiner prompts for the role play, the seen and additional questions for the photo card discussion, and the themes for the conversation are provided in this composite booklet. The teacher examiner may open the packs up to three working days in advance of the first assessment date **at the centre**.

The speaking assessments will take place during the specified five-week period from **1st April to 3rd May 2019**.

Centres must keep a record of the schedule (including dates) for conducting assessments. There will be an authenticity form for the centre and candidates to sign and declare that assessments have been conducted according to the requirements. This must be uploaded with the audio recordings. Audio files should be uploaded to the SecureAssess site within 48 hours or two working days of the speaking assessments taking place. Further information about the upload process will be made available to centres in due course.

2. Task taking

Each candidate will have a preparation time of twelve minutes prior to the commencement of the assessment. This preparation time **must** be supervised by an exam invigilator organised by the centre and who is not a subject specialist.

Candidates are not permitted to use dictionaries in any part of the assessment.

During the preparation time, the candidate may, if they wish, make notes on a single side of A4 paper and may refer to the notes during the assessment. There will be no restriction on the number of words or the material that the notes contain, but the candidate should not write out complete and continuous sentences, nor write on the task card. The teacher examiner must check the notes prior to the commencement of the assessment and remove the notes from the candidate if they contain complete and continuous sentences. Otherwise, the notes must be handed to the teacher examiner at the end of the test, along with the task card.

After the preparation period of twelve minutes, the teacher examiner must ensure that the candidate spends the following times on each task:

	Approximate timings	
Task	**Foundation tier**	**Higher tier**
Role play	2 minutes	2 minutes
Photo card discussion	2 minutes	3 minutes
Conversation (Part 1 and Part 2)	3-5 minutes	5-7 minutes
All tasks	7-9 minutes in total	10-12 minutes in total

The timing for the role play is approximately two minutes but this will depend on each candidate's engagement with the task. The timing for the photo card should be adhered to so that the candidate is able to access the full range of marks. The timings above for the conversation include the two parts of the conversation task. Teacher examiners must ensure that **each part** of the conversation is given equal timings of **between 1½ and 2½ minutes** for Foundation Tier, and **between 2½ and 3½ minutes** for Higher Tier. The overall timings **must** be adhered to and any speaking evidence that exceeds these timings will **not** be marked.

3. Conducting the assessment

Candidates will be allowed one attempt at the assessment. Once the recording begins it **cannot** be paused or stopped until the end of the assessment. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible), or an incident occurs beyond the teacher examiner's control which prevents the completion of the assessment. However, candidates can only be re-tested on the role play and photo card discussion tasks from the cards next in sequence after the original card. The conversation task cannot be re-tested. In any such circumstance, the Examinations Officer must inform WJEC immediately of the circumstances and of which set of cards was used in place of the original set allocated.

Detailed instructions regarding the process for submitting the materials will be communicated to centres through Examination Officers.

When introducing each candidate, the following convention must be used:

Specification/centre number/candidate number/candidate name/set number/tier/date

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Role play

The role plays contain five interactions and candidates will be instructed who starts the dialogue on their task card. The teacher examiner is not required to read out the scenario to the candidate and must not rephrase the prompts.

Photo card discussion

The candidate will have two questions that they will see during the preparation period on their task card and will also be asked two unseen questions. The teacher will lead the discussion by asking the two seen questions followed by the two unseen questions. The teacher may rephrase the questions, provided that the same meaning is maintained, and may also repeat or rephrase questions that the candidate does not understand.

Conversation

For the first part of the conversation, candidates will be allowed to select a theme from one of the broad themes in the specification. The candidate starts this part of the conversation with their chosen theme. The teacher must continue with the conversation. It would be expected that at least two sub-themes from the chosen theme in Part 1 would be covered. The second part of the conversation must be on a different theme. Two themes are specified in this teacher's composite booklet. If the first specified theme in this booklet has been covered in Part 1 of the conversation, the teacher examiner must cover the second specified theme. It is the teacher's responsibility to ensure that the correct theme is covered. The teacher can select any sub-theme within the specified theme to start the conversation. It would be expected that at least two themes would be covered. Suggested questions for the conversation are provided on page 4 of this booklet by theme. They are examples only and are not prescriptive or exhaustive. The teacher may make brief notes on each candidate's nominated theme before the assessment and may refer to these notes during the assessment; however, these notes are for teacher examiner use only and must **not** be shared with the candidate at any time before or during the assessment.

SUGGESTED QUESTIONS FOR CONVERSATION – GERMAN

Theme 1: Identity and culture

Ist Familie wichtig für dich?
Was für Kleidung trägst du gern?
Ist es wichtig, ein Handy zu haben? Warum? / Warum nicht?
Wofür hast du neulich Computer benutzt?
Könntest du ohne Technologie leben? Warum? / Warum nicht?
Was isst du und trinkst du normalerweise?
Hast du einen gesunden Lebensstil? Warum? / Warum nicht?
Welche Aktivitäten machst du gern?
Was hast du letzte Woche gemacht, um fit zu bleiben?
Was wirst du nächste Woche machen, um gesünder zu sein?
Was isst du gern?
Was machst du normalerweise zum Geburtstag?
Feierst du deinen Geburtstag lieber mit der Familie oder mit Freunden? Warum?
Sprich über das letzte Mal, das du ins Restaurant gegangen bist.
Wie wäre dein Traumgeburtstag?

Theme 2: Local, national, international and global areas of interest

Was gibt es für junge Leute in deiner Gegend?
Wohnst du gern hier? Warum? / Warum nicht?
Wie fährst du normalerweise zur Schule?
Was hast du letzte Woche in der Stadt gemacht?
Was könnte man tun, um deine Gegend zu verbessern?
Wohin fährst du normalerweise in Urlaub?
Was machst du gern im Urlaub?
Was ist besser? – Urlaub mit Freunden oder Urlaub mit der Familie?
Hast du Deutschland besucht?
Wohin wirst du nächstes Jahr fahren?
Welche Umweltprobleme gibt es in deiner Gegend? Was recycelst du zu Hause?
Ist es wichtig, anderen Leuten zu helfen? Warum? / Warum nicht?
Was hast du letzte Woche gemacht, um der Umwelt zu helfen?
Was wirst du nächste Woche machen, um Geld zu sammeln?

Theme 3: Current and future study and employment

Beschreib deine Schule.
Bist du für oder gegen die Schuluniform?
Welche Fächer lernst du in der Schule?
Was hast du letzte Woche in der Schule gemacht?
Was möchtest du nächstes Jahr machen?
Was machst du, um Geld zu verdienen?
Was sind die Vor- und Nachteile von einem Berufspraktikum?
Welche persönlichen Qualitäten hast du?
Hast du ein Arbeitspraktikum gemacht?
Welche Fähigkeiten möchtest du in der Zukunft haben?
Was ist dein Traumberuf? Warum?
Ist es wichtig, eine Fremdsprache zu sprechen? Warum? / Warum nicht?
Sind Qualifikationen wichtig?
Hast du schon ein Interview gehabt?
Was wirst du in der Zukunft machen?

FOUNDATION TIER SET 1

ROLE PLAY

Sub-theme: Youth Culture

Szenario: Du sprichst über Technologie mit deinem deutschen Freund/deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Beschreib deinen Computer.**
- Dein Computer (**zwei** Details)
- **Wie oft benutzt du deinen Computer?**
- Computer benutzen – wie oft
- **Aha**
- **?** Technologie
- **Reply appropriately. Spielst du Computerspiele?**
- **!**
- **Aha. Was hast du gestern mit deinem Handy gemacht?**
- Du – gestern – mit deinem Handy

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FOUNDATION TIER SET 1

PHOTO CARD DISCUSSION

Sub-theme: Home and Locality

- Beschreib das Foto
- Wie fährst du gern? Warum?

Teacher examiner's additional questions:

- „Fliegen ist langweilig". Was sagst du dazu?
- Wie bist du letztes Wochenende in die Stadt gefahren?

FOUNDATION TIER SET 1

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

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FOUNDATION TIER SET 2

ROLE PLAY

Sub-theme: Lifestyle

Szenario: Du sprichst über Sport mit deinem deutschen Freund/deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Treibst du Sport?**
- Du – Sport (**zwei** Details)
- **Magst du Sport im Fernsehen?**
- Du – Sport im Fernsehen – Meinung
- **Aha**
- **?** Sportzentrum
- **Reply appropriately. Was hast du letzte Woche gemacht, um fit zu bleiben?**
- Du – letzte Woche – fit zu bleiben
- **Aha. Isst du gesund?**
- **!**

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FOUNDATION TIER SET 2

PHOTO CARD DISCUSSION

Sub-theme: Jobs and Future Plans

- Beschreib das Foto
- Was für Arbeit machst du nicht gern? Warum?

Teacher examiner's additional questions:

- „Die Arbeit im Supermarkt ist langweilig". Was sagst du dazu?
- Wo hast du schon gearbeitet?

FOUNDATION TIER SET 2

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

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FOUNDATION TIER SET 3

ROLE PLAY

Sub-theme: Customs and Traditions

Szenario: Du bist in Deutschland und sprichst über Geburtstage mit deinem deutschen Freund/ deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Beschreib deine Geburtstagsparty.**
- Deine Geburtstagsparty (**zwei** Details)
- **Was trägst du normalerweise auf einer Party?**
- Du – Partys – Kleidung
- **Schön. Was hast du letztes Jahr als Geburtstagsgeschenk bekommen?**
- Geburtstagsgeschenk – letztes Jahr
- **Aha.**
- **?** Partys
- **Reply appropriately. Was isst du gern auf Partys?**
- **!**

FOUNDATION TIER SET 3

PHOTO CARD DISCUSSION

Sub-theme: Current Study

- Beschreib das Foto
- Was ist dein Lieblingsfach? Warum?

Teacher examiner's additional questions:

- „Gute Noten in der Schule sind wichtig". Was sagst du dazu?
- Was hast du gestern gelernt?

FOUNDATION TIER SET 3

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

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FOUNDATION TIER SET 4

ROLE PLAY

Sub-theme: Home and Locality

Szenario: Du bist in Deutschland und sprichst über deine Gegend mit deinem deutschen Freund/ deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Beschreib deine Gegend.**
- Deine Gegend (**zwei** Details)
- **Wie ist normalerweise das Wetter?**
- Das Wetter – normalerweise
- **Aha**
- **?** Touristenattraktion
- **Reply appropriately. Wie findest du deine Gegend?**
- **!**
- **Aha. Was hast du letzte Woche gemacht?**
- Deine Gegend – eine Aktivität – letzte Woche

FOUNDATION TIER SET 4

PHOTO CARD DISCUSSION

Sub-theme: Customs and Traditions

- Beschreib das Foto
- Was ist deine Lieblingsgruppe? Warum?

Teacher examiner's additional questions:

- „Musikfeste sind sehr teuer". Was sagst du dazu?
- Welches Konzert hast du neulich gesehen?

FOUNDATION TIER SET 4

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

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FOUNDATION TIER SET 5

ROLE PLAY

Sub-theme: Germany and German-speaking countries

Szenario: Du sprichst über Urlaub mit deinem deutschen Freund/deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Was machst du normalerweise im Urlaub?**
- Du – Aktivitäten im Urlaub (**zwei** Details)
- **Aha. Wo wohnst du normalerweise im Urlaub?**
- Du – Unterkunft im Urlaub
- **Ich auch.**
- **?** Urlaub
- **Reply appropriately. Was isst du gern im Urlaub?**
- **!**
- **Okay. Welche Touristenattraktion hast du letztes Jahr besucht?**
- Du – Touristenattraktion – letztes Jahr

FOUNDATION TIER SET 5

PHOTO CARD DISCUSSION

Sub-theme: World of Work

- Beschreib das Foto
- Was für Arbeit machst du nicht gern? Warum?

Teacher examiner's additional questions:

- „Arbeitspraktikum ist sehr wichtig". Was sagst du dazu?
- Wo hast du schon gearbeitet?

FOUNDATION TIER SET 5

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

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FOUNDATION TIER SET 6

ROLE PLAY

Sub-theme: Global Sustainablility

Szenario: Du bist in Österreich und sprichst über Umweltprobleme mit deinem Freund/deiner Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Was machst du für die Umwelt?**
- Umwelt – Aktionen (**zwei** Details)
- **Wie findest du Recycling?**
- Recycling – Meinung
- **Stimmt.**
- **?** Umwelt
- **Reply appropriately. Was hast du gestern recycelt?**
- Du – gestern – recycelt
- **Aha. Welche umweltfreundlichen Produkte kaufst du?**
- **!**

FOUNDATION TIER SET 6

PHOTO CARD DISCUSSION

Sub-theme: Youth Culture

- Beschreib das Foto
- Warum sind Freunde wichtig?

Teacher examiner's additional questions:

- „Freunde haben die gleichen Hobbys". Was sagst du dazu?
- Was hast du gestern mit deinen Freunden gemacht?

FOUNDATION TIER SET 6

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

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FOUNDATION TIER SET 7

ROLE PLAY

Sub-theme: Current Study

Szenario: Du sprichst über das Schulleben mit deinem deutschen Freund/deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deiner Freundin und er/sie beginnt.

Teacher examiner's prompts:

- **Beschreib deine Schule**
- Deine Schule (**zwei** Details)
- **Wie findest du Schuluniform?**
- Schuluniform – Meinung
- **Aha**
- **?** Schulkantine
- **Reply appropriately. Was lernst du gern?**
- **!**
- **Was hast du gestern in der Pause gemacht?**
- Du – gestern – in der Pause
- **Gut**

FOUNDATION TIER SET 7

PHOTO CARD DISCUSSION

Sub-theme: Global Sustainability

- Beschreib das Foto
- Hilfst du gern der Umwelt? Warum (nicht)?

Teacher examiner's additional questions:

- „Es gibt zu viel Müll in der Gegend". Was sagst du dazu?
- Was hast du gestern gemacht, um umweltfreundlich zu sein?

FOUNDATION TIER SET 7

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

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FOUNDATION TIER SET 8

ROLE PLAY

Sub-theme: World of Work

Szenario: Du machst im Moment ein Arbeitspraktikum und sprichst mit deinem deutschen Freund/ deiner deutschen Freundin. Dein Lehrer/deine Lehrerin spielt die Rolle deines Freundes/deine Freundin. Er/sie beginnt.

Teacher examiner's prompts:

- **Beschreib dein Arbeitspraktikum.**
- Dein Arbeitspraktikum (**zwei** Details)
- **Aha. Wie findest du ein Arbeitspraktikum?**
- Arbeitspraktikum – Meinung
- **Stimmt**
- **?** Ferienjob
- **Answer appropriately. Was hast du am Arbeitsplatz gemacht?**
- Du – Arbeitsplatz - gemacht
- **Was für eine Person bist du?**
- **!**

FOUNDATION TIER SET 8

PHOTO CARD DISCUSSION

Sub-theme: Lifestyle

- Beschreib das Foto
- Fährst du gern Rad? Warum (nicht)?

Teacher examiner's additional questions:

- „Hobbys sind oft zu teuer". Was sagst du dazu?
- Was hast du gestern gemacht, um dich zu entspannen?

FOUNDATION TIER SET 8

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

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FOUNDATION TIER SET 9

ROLE PLAY

Sub-theme: Jobs and Future Plans

Szenario: Sie sprechen mit einem Lehrer/einer Lehrerin in der Schweiz über Ihre Zukunftspläne. Ihr Lehrer/Ihre Lehrerin spielt die Rolle des Lehrers/der Lehrerin. Er/sie beginnt.

Teacher examiner's prompts:

- **Wie finden Sie Universitäten?**
- Universitäten (**zwei** Meinungen)
- **Was ist Ihr Lieblingsfach?**
- Ihr Lieblingsfach
- **Was haben Sie gestern gelernt?**
- Sie – gestern gelernt
- **Aha.**
- **?** Arbeit
- **Reply appropriately. Was ist Ihr Traumberuf?**
- **!**

FOUNDATION TIER SET 9

PHOTO CARD DISCUSSION

Sub-theme: Germany and German-speaking countries

- Beschreib das Foto
- Was für Urlaub machst du gern? Warum?

Teacher examiner's additional questions:

- „Ich finde Skifahren langweilig". Was sagst du dazu?
- Wohin bist du letztes Jahr in Urlaub gefahren?

FOUNDATION TIER SET 9

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)