



GCSE – NEW

3820UA0-1T

GERMAN – Unit 1

Speaking

HIGHER TIER

SETS 1-9

2018



S18-3820UA0-1T

TEACHER'S COPY

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INSTRUCTIONS FOR TEACHER EXAMINERS (to be read in conjunction with *Guidance for teacher examiners conducting GCSE WJEC Unit 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 four-page task booklets (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. 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 bullet points for each part of 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 **9th April to 11th May 2018**.

Centres must keep a record of the schedule (including dates) on which the assessments are conducted. There will be an authenticity form for the centre and candidates to sign and declare that assessments have been conducted according to the requirements and this must be submitted to WJEC 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.

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 which the notes contain, but the candidate should not write out complete and continuous sentences, nor write on the task booklet. 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 booklet.

After the preparation period of 12 minutes, the teacher examiner must ensure that the candidate spends the following times on each task:

Task	Approximate timings	
	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 total	5-7 minutes total
All tasks	7-9 minutes in total	10-12 minutes in total

The timing for the role play is approximately 2 minutes but this will depend on each candidate. 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. In any such circumstance, the teacher examiner must inform WJEC immediately via the Examinations Officer at the centre. WJEC will then inform the centre which set to use 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

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 setting 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 booklet 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

Part 1

Part 1 of the conversation will cover content from the remaining broad theme not covered by the role play and photo card discussion. The candidate must choose **one** of the nominated bullet points for their discussion. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen. The candidate will then be expected to initiate the conversation. If the candidate is unable to do so then the teacher examiner may prompt the candidate with a question. This will be reflected in the awarding of marks for communication and interaction.

Part 2

The candidate will have a choice of two bullet points taken from a broad theme not covered in Part 1 of the conversation. The teacher examiner will ask the candidate in the assessed language which bullet point they have chosen and will start the conversation. The teacher examiner 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.

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher. Suggested questions for the conversation are provided on page 5 of this booklet by theme. They are examples only and are not prescriptive or exhaustive. It is important the teacher responds to what they are hearing and does not simply ask a list of prescribed questions.

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: Wales and the World – 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?

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HIGHER TIER SET 1

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/college life

Setting: You are talking to your German friend about your school. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie findest du deine Schule?**
- Say what you think about your school.
- **Welche Fächer hast du gestern gehabt?**
- Say what lessons you had yesterday.
- **Warum lernst du Deutsch?**
- Answer the question.
- **Ach so.**
- Ask your friend if he/she has school in the afternoon.
- **Ja manchmal. Was wirst du nächstes Jahr lernen?**
- Say what you will study next year.

HIGHER TIER SET 1
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

Youth Culture

[15]



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Findest du, dass junge Leute Handys zu oft benutzen? Warum (nicht)?**

(3) Unseen questions.

- **Die moderne Technologie hat Vor- und Nachteile. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Welche neue Technologie würdest du kaufen, wenn du viel Geld hättest? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 1**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local areas of interest

or

- Environment

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- Employment

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HIGHER TIER SET 2

ROLE PLAY

IDENTITY AND CULTURE

[15]

Health and fitness

Setting: You are talking to your Austrian friend about how you keep fit. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was machst du, um fit zu bleiben?**
- Say what you do to keep fit.
- **Ach so. Ich trainiere im Moment für einen Marathon.**
- Ask your friend where he/she trains.
- **Im Sportzentrum. Wann hast du zuletzt Sport gemacht?**
- Say when you last played sport.
- **Was soll man essen, um gesund zu sein?**
- Answer the question.
- **Was würdest du machen, um gesünder zu werden?**
- Say what you would do to get healthier.

HIGHER TIER SET 2
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Home and Locality



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist es besser, an der Küste oder in einer Stadt zu wohnen? Warum (nicht)?**

(3) Unseen questions.

- **Tourismus hat viele Vorteile für eine Region. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Welche Touristenattraktion würdest du gern besuchen? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 2**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college studies

or

- Career plans

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Technology and social media

or

- Food and drink

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HIGHER TIER SET 3
ROLE PLAY

WALES AND THE WORLD

[15]

Travel and transport

Setting: Your Swiss friend has come to stay and you talk about transport. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie fährst du normalerweise in die Stadt?**
- Say how you normally travel to town.
- **Wie lange dauert das?**
- Answer the question.
- **Wann bist du zuletzt nach Cardiff gefahren?**
- Say when you last went to Cardiff.
- **Toll.**
- Ask your friend how often he/she travels by train.
- **Jeden Tag. Wie würdest du am besten zur Küste fahren?**
- Say how you would travel to the coast.

HIGHER TIER SET 3
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist ein Collegekurs eine gute Idee? Warum (nicht)?**

(3) Unseen questions.

- **Im Ausland zu arbeiten hat Vorteile. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Ist es teuer zur Universität zu gehen? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 3**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Health and fitness

or

- Technology and social media

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Social issues

or

- Holidays and tourism

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HIGHER TIER SET 4

ROLE PLAY

WALES AND THE WORLD

[15]

Environment

Setting: You are visiting an environmental group in a German school. Your teacher will play the part of a pupil in the group.

Teacher examiner responses are given in bold.

- **Wie findest du das Thema Umwelt?**
- Say what you think of the topic of environment.
- **Ach so!**
- Ask your friend what he/she does in school for the environment.
- **Ich recycle. Was hast du persönlich letzte Woche für die Umwelt gemacht?**
- Say what you did last week for the environment.
- **Wie ist es mit Radfahren in deiner Gegend?**
- Answer the question.
- **Was könntest du machen, um Energie zu sparen?**
- Say what you could do to save energy.

HIGHER TIER SET 4
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Customs and Traditions

Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Feierst du deinen Geburtstag lieber mit Freunden oder mit der Familie? Warum (nicht)?**

(3) Unseen questions.

- **Partys sind oft viel zu teuer. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Was wäre für dich deine Traumparty? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 4**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

or

- Skills and personal qualities

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries

or

- Travel and transport

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HIGHER TIER SET 5

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Employment

Setting: You are in Germany having an interview for a summer job. Your teacher will play the part of the interviewer.

Teacher examiner responses are given in bold.

- **Wo möchten Sie arbeiten?**
- Say where you would like to work.
- **Wo haben Sie schon gearbeitet?**
- Say where you have already worked.
- **Ach so.**
- Ask when you can start.
- **Ende Juli. Wie lange können Sie arbeiten?**
- Answer the question.
- **Und was werden Sie im September nach dem Job machen?**
- Say what you will do in September.

HIGHER TIER SET 5
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Global Sustainability



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Findest du es wichtig, Müll zu trennen oder zu sortieren? Warum (nicht)?**

(3) Unseen questions.

- **Wir verschwenden zu viel Energie. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Was könnte man machen, um die Umwelt zu verbessern? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 5**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Food and drink

or

- Self and relationships

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study

or

- School/college studies

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HIGHER TIER SET 6

ROLE PLAY

IDENTITY AND CULTURE

[15]

Food and drink

Setting: You are staying with a German friend and talk about food. Your teacher plays the part of your friend.

Teacher examiner responses are given in bold.

- **Was isst du gern zum Geburtstag?**
- Say what you like to eat on your birthday.
- **Ach so.**
- Ask your friend what his/her favourite German food is.
- **Bratwurst. Wie findest du traditionelles Essen in Deutschland?**
- Answer the question.
- **Was hast du gestern zu Abend gegessen?**
- Say what you ate for dinner yesterday.
- **Wo möchtest du heute Abend essen?**
- Say where you would like to eat tonight.

HIGHER TIER SET 6
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist es besser, einen praktischen Job nach der Schule zu haben? Warum (nicht)?**

(3) Unseen questions.

- **Ein Berufspraktikum ist nützlich. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Wirst du die Schule mit 16 verlassen? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 6**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Social issues

or

- Local areas of interest

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Entertainment and leisure

or

- Technology and social media

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HIGHER TIER SET 7**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

Career plans

Setting: You are talking to your German friend about your career plans. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was für Berufspläne hast du denn?**
- Say what career/job plans you have.
- **Warum möchtest du das machen?**
- Answer the question.
- **Hast du schon einen Samstagsjob gehabt?**
- Say what part-time job you have had.
- **Und wo würdest du gern in der Zukunft arbeiten?**
- Say where you would like to work in the future.
- **Toll!**
- Ask your friend if he/she is going to university.

HIGHER TIER SET 7
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Lifestyle



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist es besser, Filme im Kino oder zu Hause zu sehen? Warum (nicht)?**

(3) Unseen questions.

- **Es ist wichtig, sich am Wochendende zu entspannen. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Wie könnte man die Freizeitaktivitäten in deiner Gegend verbessern? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 7**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Germany and German-speaking countries
- or**
- Travel and transport

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life
- or**
- Post-16 study

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HIGHER TIER SET 8**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Technology and social media

Setting: You are talking to your friend in Germany about technology. Your teacher plays the part of your friend.

Teacher examiner responses are given in bold.

- **Warum ist dein Handy wichtig?**
- Say why your mobile phone is important.
- **Ach so!**
- Ask your friend how often he/she uses a mobile phone.
- **Jeden Tag. Und was machst du alles mit deinem Handy?**
- Answer the question.
- **Wann hast du zuletzt Computerspiele gespielt?**
- Say when you last played computer games.
- **Was für andere Technologie würdest du gern haben?**
- Say what other technology you would like to have.

HIGHER TIER SET 8
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[30]

The Wider World



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist Urlaub in Wales besser als im Ausland? Warum (nicht)?**

(3) Unseen questions.

- **Tourismus hat Vor- und Nachteile für eine Region. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Was wäre dein Traumurlaub? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 8**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans

or

- School/college life

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: IDENTITY AND CULTURE

- Festivals and celebrations

or

- Entertainment and leisure

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HIGHER TIER SET 9**ROLE PLAY****WALES AND THE WORLD**

[15]

Holidays and tourism

Setting: You are with your German friend and talk about holidays. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wohin fährst du gern in Urlaub?**
- Say where you like to go on holiday.
- **Wie fährst du normalerweise in Urlaub?**
- Answer the question.
- **Wann bist du zuletzt in Urlaub gefahren?**
- Say when you last went on holiday.
- **Aha.**
- Ask your friend what he/she likes doing on holiday.
- **Sonnenbaden. Mit wem würdest du gern in Urlaub fahren?**
- Say who you would like to go on holiday with.

HIGHER TIER SET 9
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Current Study



Please note the approximate timing for this task is 3 minutes.

(1) Start the discussion by asking the first question.

- **Was passiert in diesem Foto?**

(2) When the candidate has completed his/her response, continue with the following questions.

- **Ist es wichtig, eine Fremdsprache zu lernen? Warum (nicht)?**

(3) Unseen questions.

- **Es gibt zu viele Hausaufgaben in der Schule. Was denkst du? (Warum?/Erklär deine Meinungen)**
- **Wie würde deine ideale Schule sein? (Warum?/Erklär deine Meinungen)**

HIGHER TIER SET 9**CONVERSATION****Guidance for Conversations**

[30]

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen.
- give and/or justify their opinions.
- narrate events or give an account of something that happened related to the topic.
- talk about their future plans or ideas relating to the topic.

General Notes

- You can facilitate the discussion by responding to what the candidate has said and/or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ and 3½ minutes** on each part of the discussion.

PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

Theme: IDENTITY AND CULTURE

- Self and relationships

or

- Health and fitness

PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

Theme: WALES AND THE WORLD

- Travel and transport

or

- Environment

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