



GCSE

3820U10-1T

GERMAN

Unit 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 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 of booklets. 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 **8th April to 10th 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 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 twelve 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 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. In any such circumstance, the teacher examiner uses the task booklet next in sequence after the original set. The Examinations Officer must inform WJEC immediately of the circumstances and of which set 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

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 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

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?
 Welche Touristenattraktionen gibt es in Deutschland?
 Würdest du Deutschland als Touristenziel empfehlen? Warum? / Warum nicht?
 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 machen die Wohltätigkeitsvereine, um Leuten zu helfen?
 Was sind die Sozialprobleme in der Welt?
 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 für einen Job?
 Hast du schon ein Interview gehabt?
 Was wirst du in der Zukunft machen?

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FOUNDATION TIER SET 1

ROLE PLAY

IDENTITY AND CULTURE

[15]

Entertainment and Leisure

Setting: You are visiting your Swiss friend. You start talking about TV and films. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was für Sendungen magst du?**
- Say what type of programmes you like.
- **Ich mag Krimis.**
- Ask your friend what his /her favourite film is.
- **Harry Potter. Wie oft gehst du ins Kino?**
- Answer the question.
- **Wann bist du zuletzt ins Kino gegangen?**
- Say when you last went to the cinema.
- **Gehen wir heute Abend ins Kino?**
- Say yes and ask how much the tickets cost.

FOUNDATION TIER SET 1
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

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

- **Beschreib das Foto.**

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

- **Was machst du im September? Warum?**

(3) Unseen questions.

- **Wie findest du Prüfungen? Warum?**
- **Möchtest du zur Universität gehen? (Warum (nicht)?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- School/college studies

or

- Employment

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FOUNDATION TIER SET 2

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

School/college studies

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

Teacher examiner responses are given in bold.

- **Was ist dein Lieblingsfach in der Schule?**
- Say what your favourite subject in school is.
- **Wie oft hast du dieses Fach in der Woche?**
- Answer the question.
- **Was für Hausaufgaben hast du letzte Woche gemacht?**
- Say what homework you did last week.
- **Ach so!**
- Ask your friend if he/she has lots of tests.
- **Ja. Jeden Monat. Wie findest du Klassenarbeiten?**
- Say what you think of tests.

FOUNDATION TIER SET 2
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Youth Culture



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response, continue with the following questions.
 - **Gehst du gern mit Freunden aus? Warum (nicht)?**
- (3) Unseen questions.
 - **Wie ist ein guter Freund/eine gute Freundin? Warum?**
 - **Was hast du letztes Wochenende mit deinen Freunden gemacht? Gib Details.**

FOUNDATION 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 **1½ and 2½ 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

- Environment

or

- Holidays and tourism

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

- Health and fitness

or

- Technology and social media

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FOUNDATION TIER SET 3

ROLE PLAY

WALES AND THE WORLD

[15]

Travel and Transport

Setting: Your German friend is on a visit to Wales and you chat about transport. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie fährst du gern in deine Stadt?**
- Say how you like to travel into town.
- **Und wie oft fährst du dahin?**
- Answer the question.
- **Wann bist du zum letzten Mal in die Stadt gefahren?**
- Say when you last travelled into town.
- **Und wie findest du Radfahren hier?**
- Say what you think of cycling here.
- **Ach so – Aber ich fahre oft mit dem Bus.**
- Ask your friend how much a bus ticket costs.

FOUNDATION TIER SET 3
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Lifestyle



Please note the approximate timing for this task is 2 minutes.

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

- **Beschreib das Foto.**

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

- **Was ist dein Lieblingssport und warum?**

(3) Unseen questions.

- **Sport macht gesund. Was denkst du? (Warum?/Gib Details)**
- **Wann hast du zum letzten Mal etwas Gesundes gegessen? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Environment

or

- Local areas of interest

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FOUNDATION TIER SET 4

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study

Setting: You are Skyping your friend in Bonn and talk about plans for studying in September. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was ist dein Lieblingsfach?**
- Answer the question.
- **Welche Fächer hast du letztes Jahr gelernt?**
- Say what subjects you learnt last year.
- **Und was sind deine Pläne für September?**
- Say what your study plans are for September.
- **Warum machst du das?**
- Say why you want to do this.
- **Aha interessant.**
- Ask your friend if he/she is staying in school in September.

FOUNDATION TIER SET 4
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Customs and Traditions



Please note the approximate timing for this task is 2 minutes.

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

- **Beschreib das Foto.**

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

- **Wie findest du Grillpartys? Warum?**

(3) Unseen questions.

- **Man kann mit einer Grillparty oft in Deutschland feiern. Was denkst du? (Warum?/Gib Details)**
- **Wann wirst du das nächste Mal auf eine Party gehen? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Employment
- or**
- Skills and personal qualities

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FOUNDATION TIER SET 5

ROLE PLAY

IDENTITY AND CULTURE

[15]

Technology and social media

Setting: You are talking to your Swiss friend about technology and social media. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Was für Technologie benutzt du gern?**
- Say what sort of technology you like using.
- **Wie oft bist du am Computer?**
- Answer the question.
- **Wie findest du soziale Netzwerke?**
- Say what you think of social media.
- **Wann hast du zuletzt etwas im Internet gemacht?**
- Say when you last did something on the internet.
- **Ach so.**
- Ask your friend if he/she has a favourite website.

FOUNDATION TIER SET 5
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Home and Locality



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response, continue with the following questions.
 - **Wie oft fährst du mit dem Auto? Warum?**
- (3) Unseen questions.
 - **Wie findest du das Transportsystem in deiner Gegend? (Warum?/Gib Details)**
 - **Wohin bist du zuletzt mit dem Auto gefahren? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Employment

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

- Food and drink

or

- Health and fitness

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FOUNDATION TIER SET 6

ROLE PLAY

IDENTITY AND CULTURE

[15]

Food and drink

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

Teacher examiner responses are given in bold.

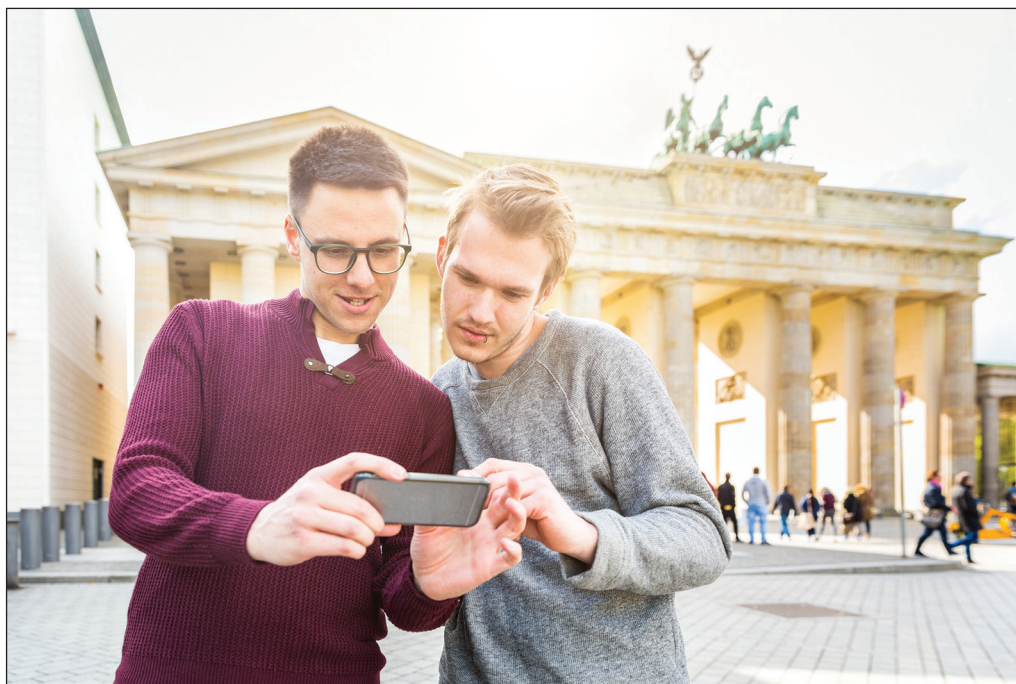
- **Wie findest du das Essen hier in Österreich?**
- Answer the question.
- **Und was ist dein Lieblingsessen hier in Österreich?**
- Say what your favourite food in Austria is.
- **Wann hast du das zuletzt gegessen?**
- Say when you last ate this.
- **Wie oft gehst du ins Restaurant?**
- Say how often you go to a restaurant.
- **Aha.**
- Ask your friend if restaurants are expensive in Austria.

FOUNDATION TIER SET 6
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

The Wider World



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response, continue with the following questions.
 - **Es ist besser, im Sommer nach Deutschland zu fahren. Warum (nicht)?**
- (3) Unseen questions.
 - **Deutsche Großstädte wie Berlin sind interessant. Was denkst du? (Warum?/Gib Details)**
 - **Wann hast du zuletzt eine Großstadt besucht? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- 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: IDENTITY AND CULTURE

- Self and relationships

or

- Festivals and celebrations

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FOUNDATION TIER SET 7

ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Skills and personal qualities

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

Teacher examiner responses are given in bold.

- **Was für Arbeit machst du gern?**
- Say what sort of work you like doing.
- **Welches Talent hast du?**
- Say what skills/talents you have.
- **Welche Sprachen sprichst du?**
- Answer the question.
- **Wann hast du zuletzt eine Fremdsprache gesprochen?**
- Say when you last spoke a foreign language.
- **Aha toll!**
- Ask your friend what qualifications he/she has.

FOUNDATION TIER SET 7
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Global sustainability



Please note the approximate timing for this task is 2 minutes.

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

- **Beschreib das Foto.**

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

- **Elektroautos sind besser als Diesel. Warum (nicht)?**

(3) Unseen questions.

- **Luftverschmutzung ist ein großes Problem. Was denkst du? (Warum?/Gib Details)**
- **Wirst du eines Tages ein Auto kaufen? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Entertainment and leisure

or

- Festivals and celebrations

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

- Career plans

or

- School/college life

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FOUNDATION TIER SET 8

ROLE PLAY

WALES AND THE WORLD

[15]

Holidays and tourism

Setting: You are at a guest house reception in Germany with a friend. Your teacher plays the part of the receptionist.

Teacher examiner responses are given in bold.

- **Guten Tag. Wie kann ich Ihnen helfen?**
- Say you need rooms for you and your friend.
- **Wie lange bleiben Sie?**
- Answer the question.
- **Zimmer 211/212. Sonst noch Fragen?**
- Ask the receptionist about the times of meals.
- **Sie sind flexibel. Wie sind Sie denn nach Deutschland gefahren?**
- Say how you travelled to Germany.
- **Gut, und wie finden Sie Deutschland?**
- Say what you think of Germany.

FOUNDATION TIER SET 8
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Current study



Please note the approximate timing for this task is 2 minutes.

- (1) Start the discussion by asking the first question.
 - **Beschreib das Foto.**
- (2) When the candidate has completed his/her response, continue with the following questions.
 - **Isst du normalerweise in der Schulkantine? Warum (nicht)?**
- (3) Unseen questions.
 - **Der Schultag ist zu lang. Was denkst du? (Warum?/Gib Details)**
 - **Was hast du letzte Woche in der Mittagspause gemacht? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Festivals and celebrations

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: WALES AND THE WORLD

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

or

- Social issues

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FOUNDATION TIER SET 9

ROLE PLAY

WALES AND THE WORLD

[15]

Environment

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

Teacher examiner responses are given in bold.

- **Wie findest du das Thema Umwelt?**
- Say what you think about the topic of the environment.
- **Wie oft recycelst du?**
- Answer the question.
- **Was hast du letzte Woche für die Umwelt gemacht?**
- Say what you did last week for the environment.
- **Was ist ein großes Umweltproblem in der Welt?**
- Say what is a big environmental problem in the world.
- **Ach so.**
- Ask your friend what he/she does at home for the environment.

FOUNDATION TIER SET 9
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

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

- **Beschreib das Foto.**

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

- **Lernst du gern praktische Fächer? Warum (nicht)?**

(3) Unseen questions.

- **Ein Samstagsjob ist eine gute Idee. Was denkst du? (Warum?/Gib Details)**
- **Welchen Job oder Beruf möchtest du nach der Schule haben? (Warum?/Gib Details)**

FOUNDATION 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 **1½ and 2½ 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

- Technology and social media

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

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

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