



GCSE

3820UA0-1T



S19-3820UA0-1T-R1

GERMAN

Unit 1: Speaking

HIGHER 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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HIGHER TIER SET 1**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Entertainment and leisure

Setting: You are talking to your German friend about TV and films. Your teacher will play the role of your German friend.

Teacher examiner responses are given in bold.

- **Was hast du gestern im Fernsehen gesehen?**
- Say what you saw on TV yesterday.
- **Und wie oft gehst du ins Kino?**
- Answer the question.
- **Welchen Film möchtest du gern sehen?**
- Say what film you would like to see.
- **Ach so.**
- Ask your friend if he/she likes going to the cinema.
- **Ja sehr gern. Wie findest du die Preise der Kinokarten bei euch?**
- Say what you think of the cinema ticket prices.

HIGHER TIER SET 1
PHOTO CARD DISCUSSION

CURRENT AND FUTURE STUDY AND EMPLOYMENT

Enterprise, Employability and Future Plans

[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.

- **3 Fächer für das Abitur sind genug. Warum (nicht)?**

(3) Unseen questions.

- **Schule bis 18 hat Vor- und Nachteile. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Was wirst du im September machen, wenn du in deinen Prüfungen sehr gute Noten hast? (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

- Holidays and tourism

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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HIGHER TIER SET 2**ROLE PLAY****CURRENT AND FUTURE STUDY AND EMPLOYMENT**

[15]

School and college studies

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

Teacher examiner responses are given in bold.

- **Wie findest du Sprachen lernen?**
- Say what you think about learning languages.
- **Welche Pflichtfächer gibt es in deiner Schule?**
- Answer the question.
- **Wann hast du zuletzt eine Deutschstunde gehabt?**
- Say when you last had a German lesson.
- **Welches Fach würdest du gern lernen?**
- Say what subject you would like to learn.
- **Ach so.**
- Ask your friend what he/she likes learning in school.

HIGHER TIER SET 2
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Youth Culture



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.
 - **Welche Qualitäten hat ein guter Freund/eine gute Freundin? Warum?**
- (3) Unseen questions.
 - **Es ist wichtig, Zeit mit Freunden zu verbringen, nicht nur ‚on-line‘. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Was würdest du gern mit Freunden machen, wenn du viel Geld hättest? (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: WALES AND THE WORLD

- Local areas of interest

or

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

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

- Technology and social media

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HIGHER TIER SET 3
ROLE PLAY

WALES AND THE WORLD

[15]

Travel and transport

Setting: You are skyping your German friend and talk about travelling into town. Your teacher plays the part of your German friend.

Teacher examiner responses are given in bold.

- **Wie weit ist die nächste Großstadt von deinem Wohnort?**
- Say how far away the nearest big town is.
- **Wann bist du zuletzt in die Großstadt gefahren?**
- Say when you last went into the town.
- **Ach so!**
- Ask your friend how often he/she goes into town.
- **Nicht oft. Wie findest du die Transportmittel in deiner Gegend?**
- Answer the question.
- **Und wie würdest du am liebsten in die Stadt fahren?**
- Say how you would prefer to travel into town.

HIGHER TIER SET 3
PHOTO CARD DISCUSSION

IDENTITY AND CULTURE

[15]

Health and fitness

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.
 - **Hast du einen gesunden Lebensstil? Warum (nicht)?**
- (3) Unseen questions.
 - **Mitglied in einem Sportklub zu sein hat viele Vorteile. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Was könnten junge Leute machen, um gesünder zu sein? (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: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School/college life

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: WALES AND THE WORLD

- Environment

or

- Local areas of interest

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HIGHER TIER SET 4
ROLE PLAY

CURRENT AND FUTURE STUDY AND EMPLOYMENT

[15]

Post-16 study

Setting: You are talking with your Austrian friend about future study plans. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Welche Fächer hast du dieses Jahr in der Schule gelernt?**
- Say what subjects you have learnt this year in school.
- **Was wirst du dann im September lernen?**
- Say what you will learn in September.
- **Warum möchtest du das machen?**
- Say why you would like to do this.
- **Schön.**
- Ask your friend if he/she is staying in school.
- **Ja, natürlich. Und du wie lange musst du noch lernen?**
- Answer the question.

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.

- **Grillpartys sind in Deutschland sehr beliebt. Warum?**

(3) Unseen questions.

- **Geburtstage immer groß zu feiern ist eine Geldverschwendung. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Wann hast du zuletzt mit Familie oder Freunden gefeiert? (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: WALES AND THE WORLD

- Social issues

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

- Skills and personal qualities

or

- School/college studies

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HIGHER TIER SET 5**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Technology and social media

Setting: You are chatting to your German friend about social media. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Wie wichtig sind soziale Netzwerke für dich?**
- Say how important you find social media.
- **Wie oft bist du im Internet aktiv?**
- Answer the question.
- **Welche Technologie hast du benutzt, um in soziale Netzwerke zu gehen?**
- Say what you used to view social media.
- **Ach so.**
- Ask your friend if he/she likes social media.
- **Ja manchmal. Wann wirst du wieder soziale Netzwerke besuchen?**
- Say when you will next use social media.

HIGHER TIER SET 5
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

Travel and transport



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.

- **Es macht Spaß, einen Ausflug mit dem Auto zu machen. Warum (nicht)?**

(3) Unseen questions.

- **Das Transportsystem hier in der Gegend ist gut. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Wohin würdest du gern fahren, wenn du dein eigenes Auto hättest? (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: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

or

- School/college studies

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

- Festivals and celebrations

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HIGHER TIER SET 6**ROLE PLAY****IDENTITY AND CULTURE**

[15]

Food and drink

Setting: You are staying with an Austrian friend and are talking about restaurants and food. Your teacher plays the part of your Austrian friend's host parent.

Teacher examiner responses are given in bold.

- **Wie oft gehst du ins Restaurant?**
- Say how often you go to a restaurant.
- **Und wann bist du zuletzt ins Restaurant gegangen?**
- Say when you last went to a restaurant.
- **Wie findest du das Essen hier in Österreich?**
- Answer the question.
- **Ach so!**
- Ask the parent what he/she likes to eat best.
- **Ich esse alles gern. Was würdest du gern morgen Abend essen?**
- Say what you would like to have for dinner tomorrow.

HIGHER TIER SET 6
PHOTO CARD DISCUSSION

WALES AND THE WORLD

[15]

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.

- **Was machst du am liebsten, wenn du eine Großstadt besuchst? Warum?**

(3) Unseen questions.

- **Etwas Kulturelles oder Historisches in Deutschland zu besichtigen ist wichtig. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Welche Stadt in Deutschland, Österreich oder in der Schweiz würdest du am liebsten besuchen? (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: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities

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

- Self and relationships

or

- Entertainment and leisure

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

[15]

Employment

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

Teacher examiner responses are given in bold.

- **Was für eine Person sind Sie?**
- Say what sort of person you are.
- **Wann würden Sie gern arbeiten?**
- Say when you would like to work.
- **Was für einen Teilzeitjob haben Sie schon gehabt?**
- Say what part time work you have done.
- **Wie finden Sie es, einen Sommerjob in Deutschland zu haben?**
- Answer the question.
- **Gut!**
- Ask the interviewer about the pay.

HIGHER TIER SET 7
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.
 - **Elektroautos haben Vor- und Nachteile. Warum?**
- (3) Unseen questions.
 - **Die Klimaveränderung wird ein immer größeres Problem. Was denkst du? (Warum? / Erklär deine Meinungen)**
 - **Welche Transportmittel würden besser für die Umwelt sein? (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: IDENTITY AND CULTURE

- Festivals and celebrations

or

- Entertainment and leisure

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 life

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HIGHER TIER SET 8**ROLE PLAY****WALES AND THE WORLD**

[15]

Holidays and tourism

Setting: You are talking with your friend in Stuttgart about holidays. Your teacher will play the part of your friend.

Teacher examiner responses are given in bold.

- **Hallo, wohin bist du in den Ferien gefahren?**
- Say where you went on holidays.
- **Und was kann man da als Tourist(in) machen?**
- Say one thing you can do there as a tourist.
- **Toll!**
- Ask your friend what sort of holidays he/she prefers.
- **Winter. Ich kann Wintersport machen. Wie findest du Skifahren?**
- Answer the question.
- **Aha, und wann wirst du wieder in Urlaub fahren?**
- Say when you will next go on holiday.

HIGHER TIER SET 8
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.

- **Mitglied in einer AG in der Schule zu sein ist eine gute Idee. Warum (nicht)?**

(3) Unseen questions.

- **Ganztagsschulen sind keine gute Idee. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Welche neuen Schulregeln würdest du in deiner Schule haben? (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: IDENTITY AND CULTURE

- Technology and social media

or

- Food and drink

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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HIGHER 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.

- **Was sind heute die wichtigen Umweltprobleme in der Welt?**
- Say one important problem for the environment.
- **Was könntest du machen, um der Umwelt zu helfen?**
- Say what you could do to help the environment.
- **Wie umweltfreundlich findest du deine Schule?**
- Answer the question.
- **Wann hast du zuletzt ein umweltfreundliches Produkt gekauft?**
- Say when you last bought an environmentally friendly product.
- **Toll.**
- Ask your friend what he/she must recycle at home.

HIGHER 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 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, praktische Fächer zu lernen? Warum (nicht)?**

(3) Unseen questions.

- **Ein Teilzeitjob ist ein Muss für alle Schüler/innen. Was denkst du? (Warum? / Erklär deine Meinungen)**
- **Was wäre für dich ein idealer Job oder Beruf? (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

- 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

- Local areas of interest

or

- Holidays and tourism

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