

German GCSE

AQA

Speaking Exam



Survival Guide

Format of the Speaking Exam (Paper 2)

- Each student takes one test:
 - Foundation (7 - 9 minutes)
or
 - Higher (10 - 12 minutes).
- The test consists of (in this order): 25% of GCSE
 - **a role-play** (15 marks) : Students will carry out one role-playing situation based on a stimulus card (approximately two minutes at Foundation Tier and two minutes at Higher Tier). The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.
 - **a photo card** (15 marks): Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.
 - **a general conversation** (30 marks): The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions.
- Tests for all languages conducted over a specified period (April and May).

Preparation time for students

- All students will be given 12 minutes preparation time, during which they may make as many notes for the role-play and the photo card as they like.

No dictionary allowed (neither for the preparation nor for the exam)

Preparation Time

12 minutes

- Read the task carefully.
- Ensure you follow the rules about asking questions.
- Remember to use the "stock" phrases learnt in class.
- For Higher Role-plays, think carefully about how to expand your answers and try to predict the unpredictable question.
- Ensure you know the following symbols:
 - ! means you will be asked something you have not prepared
 - ? means that you have to ask a question
- Make as many notes as possible so you can follow your script when in the exam.
- Be careful with pronunciation when reading from notes.

Use your preparation time wisely. Good luck!

1. Role Play

Guidance (2 minutes)

- Make a list of key phrases in a notebook since many of the phrases go across all topic areas.
- Remember you can adapt them to suit different situations.
- Revise and learn them regularly.
- Practise using the phrases in different topic areas / contexts.
- For example, when you learn how to say, "What time does it start?"
- Practise different phrases like "What time does school / the film / the programme start?" Make sure you know all the question forms, like "Who? When? What? Where? How? How long?..."
- Make a list of them and learn them.
- Make a list of all the "unpredictable" words that come up in practice role-plays and learn them.
- Check carefully the tense of the situation and reply accordingly.

Students are expected to give only the amount of information they are asked for (one detail, two details, etc).

- Enough is enough: development isn't really rewarded and the role play isn't differentiated at the top (you don't get more marks for expanding your ideas). Just make sure you speak in full sentences with verbs!

Preparation checklist:

- **Where am I?**
- **Who am I talking to?** (tu? vous? You won't be penalised if you get this wrong)
- **What do I want?**
- **What do I need to ask?**
- **What might I get asked?** (This will be guessable!)

Instructions to candidates

Your teacher will play the part of (your French friend / the sales assistant) and will start.

You should address (your French friend / the sales assistant) as tu/vous.

When you see this - ! - you will have to respond to something you have not prepared.

When you see this - ? - you will have to ask a question.

Example - Foundation Role play

Du sprichst mit deinem Austauschpartner/mit deiner Austauschpartnerin aus Österreich über die Routine in der Schule.

- Dein Schultag – description (**ein** détail).
- !
- Deine Kleidung in der Schule (zwei details).
- Du in der Pause-eine Aktivität.
- ? Meinung über hausaufgaben.

Example - Higher Role play

Du sprichst mit deinem Freund / deiner Freundin aus der Schweiz über **Musik**.

- Deine Lieblingsmusik - warum.
-
- Das letzte Mal Musik gekauft - wann und wo.
-
- ? Konzert.
-
- Deine Meinung über den Preis von Konzertkarten (ein Detail).
-
- !

Useful phrases to learn for Role Play

The card says ...	In German ...
Say you would like	Ich möchte
Say you have / haven't got	Ich habe/ich habe keinen/keine/kein
Say you've lost / forgotten	Ich habe meinen/meine/mein ... verloren/vergessen
Say where you stay	Ich wohne in/bei
Say you don't like	...mag ich nicht
Say you prefer	Ich (verb) lieber
Say how many pears you want	Ich möchte ein Kilo Birnen
Say what you study	Ich studiere
Say it's too expensive / big / small	Das ist zu teuer
Say what there is in your school	In meiner Schule gibt es
Give your opinion and why	In meiner Meinung/Meine Meinung nach....
Ask if you can	Kann ich? Darf ich?
Ask if you can have the bill?	Die Rechnung bitte?
Ask if they have?	Haben Sie? Hast du?
Ask if there is/ are?	Gibt es?
Ask where X is?	Wo ist?
Ask where the toilets are?	Wo sind die Toiletten?
Ask how much is it? Is it free?	Was kostet das?
Ask what time the film starts?	Wann beginnt der Film?
Ask your friend what he/she prefers?	Was (verb) du lieber?
Ask your friend what he/she wants to do?	Was willst du machen?
Ask if your friend wants to go to the beach?	Willst du zum Strand gehen?
Tell your friend you have to go to school	Ich muss in die Schule gehen
Ask your friend if he/she likes?	Magst du?
Ask your friend subject they prefer?	Welche Fächer magst du lieber?
Ask your friend what his/her bedroom looks like?	Wie ist dein Schlafzimmer?
Ask what is their ideal job?	Was ist dein idealer Beruf?
Ask where to meet up	Wo treffen wir uns?

Role Play assessment criteria

- a. Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- b. Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- c. The tasks on the candidate's card and the notes in the teacher's booklet clearly explain how much details the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for knowledge and use of language.

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or with some ambiguity.
0	No part of the message is conveyed.

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

2. Photo card



1. Students have to write answers/notes to the prepared questions that are developed well, but not so well that the maximum time may be exceeded.
2. Most (ie three) of the five questions must be developed in order to score in the top band.
3. All answers must cover their **PALM + W** (People, Action, Location, Mood + Weather)
4. Don't spend all your time answering "Was gibt es auf dem foto?"!!!

Example of a Photo card

Foundation (2 min) and Higher (3 min)

Your teacher will ask you the following three questions and then two more questions which you have not prepared on **Education post-16**.



- Was gibt es auf dem Foto ?
- Wie ist die Bibliothek in deiner Schule?
- Was möchtest du nach den Prüfungen machen?

Photo Card assessment criteria

Levels	Marks	Criteria for Communication (15 marks)
5	13-15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10-12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7-9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4-6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1-3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Chatty mat: GCSE German Photo card

To start off:

Im Bild ...	In the image
Im Foto...	In the photo
Es gibt...	There is/are
Ich sehe...	I see
Ich kann... sehen	I can see
Sie können... sehen	You can see
Das Foto zeigt...	The photo shows...

Be specific!

Im Hintergrund...	In the foreground
Im Vordergrund...	In the background
In der Mitte...	In the middle
Nach links...	to the left
Nach rechts...	to the right
Nahe bei...	close to
vor...	In front of

Weather

Es ist sonnig	it's sunny
Das Wetter ist schön	it's nice weather
Das Wetter ist schlecht	it's bad weather
Es ist heiß/kalt	it's hot/cold
Es ist cool/mild	it's cool/mild
Es regnet	it's raining
Es schneit	it's snowing
Es ist eisig	it's icy
Es ist windig	it's windy
Es ist neblig	it's foggy
Es ist bewölkt	it's cloudy
Es ist neblig	it's misty
Es ist stürmisch	it's stormy
Es ist frostig	it's frosty
Es ist trocken	it's dry

What's there?

Ein Mann/eine Frau	a man/woman
Ein Junge/Mädchen	a boy/girl
Kinder	children
Ein alter/Junger Mann	an old/young man
Eine alte/Junge Frau	an old/young woman
Junge Leute	young people
Einige Leute	some people
Viele Leute	lots of people
Jeder/alle	everyone/all
Einiger Gebäude	some buildings
Ein paar Bäume	some trees
Ein Wald	a forest
Ein Fluss/See	a river/lake
Eine Szene von...	a scene of

Describing people

Er/sie scheint ...	he/she seems...
sie scheint...	they seem...
Er/sie sieht aus wie...	he/she looks like...
sie sehen aus wie...	they look like...
glücklich	happy
traurig	sad
müde	tired
Wütend/böse	angry
verärgert	upset

What are they doing?

Er/sie spricht	He/she is talking
Er/sie streitet	He/she is arguing
Er/sie lächelt	He/she is smiling
Er/sie lacht	He/she is laughing
Er/sie arbeitet	He/she is working
Er/sie spielt	He/she is playing
Er/sie geht (zu fuß)	He/she is walking

Opinion phrases

Ich glaube, dass...
I believe that

Ich denke, dass...
I think that...

Ich stelle mir vor, dass...
I imagine that...

Ich nehme an, dass...
I suppose that...

Ich nehme an, dass...
I presume that...

Ich würde sagen, dass...
I would say that

Es scheint mir, dass...
It seems to me that...

Es erinnert mich an...
It reminds me of...

Do you like it?

Ich mag/liebe das Foto (I like/love the photo)	→ weil (because)	es ist (it is...)	e.g. schön/hübsch/nett (beautiful/pretty/nice)
Ich mag/hasse das Foto (nicht) (I don't like/hate the photo)	denn (because)	→ es ist voll von... (it is full of)	→ e.g. Farbe (colour)

5. General conversation

- The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between 3 - 5 minutes at Foundation Tier and 5 - 7 minutes at Higher Tier).
- A similar amount of time should be spent on each theme.
- The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test.
- Students will initiate and develop conversations and discussion to produce extended sequences of speech. They will ask and answer questions as well as exchange opinions. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.
- All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

Foundation Tier:

"Tunnelling along"

Describe...

What do you think of...?

Why...?

Tell me about a time when...

What happened

afterwards...?

What did you think...?

Why?

Higher Tier:

"Drilling down".

Fewer questions but your deeper
answers

Questions need to link to one another

Tell me about...

Do you think X Y Z?

Why do you think that?

But isn't it also true that...?

What exactly...?

Explain to me how...

Assessment Criteria - Foundation

Level	Mark	Communication
5	9-10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7-8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5-6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3-4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1-2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Level	Mark	Range and accuracy of language
5	9-10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7-8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5-6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3-4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1-2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Assessment Criteria - Higher

Level	Mark	Communication	Level	Mark	Pronunciation and Intonation
5	9-10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.	5	5	Consistently good pronunciation and intonation throughout.
4	7-8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.	4	4	Good pronunciation and intonation with only occasional lapses.
3	5-6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.	3	3	Generally good but with some inconsistency in more challenging language.
2	3-4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.	2	2	Generally good but some inconsistency at times.
1	1-2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.	1	1	Pronunciation generally understandable with some intonation.
0	0	Communication does not reach the standard required for Level 1 at this tier.	0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Range and accuracy of language
5	9-10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7-8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5-6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3-4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1-2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learned responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learned responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learned responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- Relationships with family and friends Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

- Music, Cinema and TV
- Food and eating out
- Sport

Topic 4: Customs and festivals in French-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Examples of General conversation questions from AQA

Theme 1: Identity and culture

Was für eine Person bist du?

Sollte man heiraten? ... Warum (nicht)?

Wofür benutzt du dein Handy?

Was machst du zu Hause am Computer?

Wann hast du zum letzten Mal im Restaurant gegessen?

Was siehst du gern im Fernsehen?

Wie findest du Weihnachtsmärkte?

Welches Fest möchtest du in Deutschland besuchen? ... Warum?

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

Was gibt es für Jugendliche in deiner Stadt?

Wie findest du das Wetter in England?

Was hast du gemacht, um anderen Leuten zu helfen?

Welche Gesundheitsprobleme gibt es für junge Leute?

Was macht deine Familie für die Umwelt?

Was kann man gegen Armut tun?

Was machst du in den Winterferien?

Wohin möchtest du in den Urlaub fahren? ... Warum?

Theme 3: Current and future study and employment

Beschreib deine Schule.

Was lernst du nicht gern? ... Warum nicht?

Wie oft bekommst du Hausaufgaben?

Was hast du letzte Woche in der Pause gemacht?

Willst du nächstes Jahr an der Schule bleiben? ... Warum (nicht)?

Wo möchtest du auf der Universität studieren? ... Warum?

Willst du mit Kindern arbeiten? ... Warum (nicht)?

Was würdest du machen, wenn du viel Geld hättest?