**Y10 German**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Klasse:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lehrer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Speaking lesson questions and picture questions preparation:

Lent term

Full sentence extended answers should be written and learnt as part of your weekly German homework.

**Y10 Speaking questions Lent weeks 1 and 2: Gesund leben p37**

Using the picture on p37, please prepare full answers to the questions 1-5.

For the IGCSE exam you will have to choose a picture and will be asked 5 questions following the rubric below:

**Question type 1: A description of what you can see in the picture**

**Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

**Question type 3: Past or future hypothesis**

This question must ask the candidate to imagine a possible past or potential future event

relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

**Question type 4: Opinions about the picture**

This question elicits the candidate’s opinions on the picture and the topic.

**Question type 5: Evaluation**

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

1. Was kannst du auf diesem Bild sehen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was trägt die Dame links/in der Mitte/der Mann rechts?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was werden sie nach dem Joggen machen/was haben sie vor dem Joggen gemacht?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Warum ist es gut, Sport in der Natur zu machen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was ist wichtiger: Sport treiben oder eine gesunde Ernährung haben?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task A (picture-based discussion)**

**Mark Communication and content (AO4)**

**Communication and Content**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Responds briefly to questions, some responses may consist of single-word  answers, much hesitation and continuous prompting needed  • Limited success in adapting language to describe, narrate, inform in response to  questions and sometimes unable to respond  • Straightforward opinions may be expressed but generally without justification  • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that  lead to some impairment in communication |
| 3-4 | • Responds to questions with some development, some hesitation and some  prompting necessary  • Some effective adaptation of language to describe, narrate and inform in  response to the questions  • Expresses opinions with occasional, brief justification  • Pronunciation and intonation are intelligible but occasionally inaccuracies affect  clarity of communication |
| 5-6 | • Responds to questions with frequently developed responses, only occasional  hesitation and only occasional prompting necessary  • Frequently effective adaptation of language to describe, narrate and inform in  response to questions  • Expresses opinions effectively and gives justification, with some development  • Pronunciation and intonation are intelligible, inaccuracies are minimal and have  no impact on clarity of communication |
| 7-8 | • Responds to questions with consistently fluent and developed responses  • Consistently effective adaptation of language to describe, narrate and inform, in  response to questions  • Expresses opinions with ease and gives fully-developed justification  • Pronunciation and intonation are consistently accurate and intelligible |

**Linguistic knowledge and accuracy**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable language |
| 1 | • Occasional accuracy in grammatical structures in response to questions;  occasional success when referring to past, present and/or future events  • Occasional coherent phrases and short sentences in response to questions;  regular instances of error that sometimes prevent meaning being conveyed |
| 2 | • Some accurate grammatical structures, including some successful references to  past, present and/or future events in response to questions, some ambiguity  • Responses are partially coherent, errors occur that sometimes hinder clarity of  communication and occasionally prevent meaning being conveyed |
| 3 | • Generally accurate grammatical structures, generally successful references to  past, present and/or future events in response to questions, occasional ambiguity  • Responses are generally coherent although errors occur that occasionally hinder  clarity of communication |
| 4 | • Consistently accurate grammatical structures, successful references to past,  present and/or future events in response to questions  • Responses are fully coherent and any errors do not hinder the clarity of the communication |

**Y10 Speaking questions Lent week 3: Beziehungen mit Familie und Freunden:**

1. Mit wem wohnst du? Wie heißen sie und wie alt sind sie?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hast du Geschwister? Wie sieht deine Schwester beziehungsweise deinen Bruder aus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hast du Haustiere? Kannst du eins beschreiben? L2: Wie ist er/sie vom Charakter aus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wie kommst du mit deinen Eltern aus? L2: Hast du dich immer gut mit deinen Eltern verstanden? Warum/warum nicht?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was macht ein guter Vater?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Y10 Speaking questions Lent week 4: Charaktereigenschaften beschreiben p63**

Using the picture on p63, please prepare full answers to the questions 1-5.

For the IGCSE exam you will have to choose a picture and will be asked 5 questions following the rubric below:

**Question type 1: A description of what you can see in the picture**

**Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

**Question type 3: Past or future hypothesis**

This question must ask the candidate to imagine a possible past or potential future event

relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

**Question type 4: Opinions about the picture**

This question elicits the candidate’s opinions on the picture and the topic.

**Question type 5: Evaluation**

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

1. Was kannst du auf diesem Bild sehen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wie sehen die Freunde aus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Was haben die Freunde vorher gemacht?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Deiner Meinung nach, welche Charaktereigenschaften haben diese Freunde?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Welche Charaktereigenschaften hat ein guter Freund?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task A (picture-based discussion)**

**Mark Communication and content (AO4)**

**Communication and Content**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Responds briefly to questions, some responses may consist of single-word  answers, much hesitation and continuous prompting needed  • Limited success in adapting language to describe, narrate, inform in response to  questions and sometimes unable to respond  • Straightforward opinions may be expressed but generally without justification  • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that  lead to some impairment in communication |
| 3-4 | • Responds to questions with some development, some hesitation and some  prompting necessary  • Some effective adaptation of language to describe, narrate and inform in  response to the questions  • Expresses opinions with occasional, brief justification  • Pronunciation and intonation are intelligible but occasionally inaccuracies affect  clarity of communication |
| 5-6 | • Responds to questions with frequently developed responses, only occasional  hesitation and only occasional prompting necessary  • Frequently effective adaptation of language to describe, narrate and inform in  response to questions  • Expresses opinions effectively and gives justification, with some development  • Pronunciation and intonation are intelligible, inaccuracies are minimal and have  no impact on clarity of communication |
| 7-8 | • Responds to questions with consistently fluent and developed responses  • Consistently effective adaptation of language to describe, narrate and inform, in  response to questions  • Expresses opinions with ease and gives fully-developed justification  • Pronunciation and intonation are consistently accurate and intelligible |

**Linguistic knowledge and accuracy**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable language |
| 1 | • Occasional accuracy in grammatical structures in response to questions;  occasional success when referring to past, present and/or future events  • Occasional coherent phrases and short sentences in response to questions;  regular instances of error that sometimes prevent meaning being conveyed |
| 2 | • Some accurate grammatical structures, including some successful references to  past, present and/or future events in response to questions, some ambiguity  • Responses are partially coherent, errors occur that sometimes hinder clarity of  communication and occasionally prevent meaning being conveyed |
| 3 | • Generally accurate grammatical structures, generally successful references to  past, present and/or future events in response to questions, occasional ambiguity  • Responses are generally coherent although errors occur that occasionally hinder  clarity of communication |
| 4 | • Consistently accurate grammatical structures, successful references to past,  present and/or future events in response to questions  • Responses are fully coherent and any errors do not hinder the clarity of the communication |

**Y10 Speaking questions Lent week 5: Der Tagesablauf zu Hause:**

1. Was machst du vor dem Frühstück morgens?

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1. Und nach dem Frühstück?

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1. Wie wird deine Tagesroutine am Wochenende anders sein?

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1. Was hast du gestern nach der Schule gemacht? (eg. Ich habe ferngesehen; ich bin ins Bett gegangen – L2: add TMP)

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Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Y10 Speaking questions Lent week 6: Die Hausarbeit p69**

Using the picture on p69, please prepare full answers to the questions 1-5.

For the IGCSE exam you will have to choose a picture and will be asked 5 questions following the rubric below:

**Question type 1: A description of what you can see in the picture**

**Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

**Question type 3: Past or future hypothesis**

This question must ask the candidate to imagine a possible past or potential future event

relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

**Question type 4: Opinions about the picture**

This question elicits the candidate’s opinions on the picture and the topic.

**Question type 5: Evaluation**

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

1. Was kannst du auf diesem Bild sehen?

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1. Was machen die Erwachsene und die Kinder?

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1. Deiner Meinung nach, was haben die Kinder vor der Hausarbeit gemacht?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wie findest du diese Familie?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Deiner Meinung nach, sollten Jugendliche Hausarbeit machen? Warum (nicht)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task A (picture-based discussion)**

**Mark Communication and content (AO4)**

**Communication and Content**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Responds briefly to questions, some responses may consist of single-word  answers, much hesitation and continuous prompting needed  • Limited success in adapting language to describe, narrate, inform in response to  questions and sometimes unable to respond  • Straightforward opinions may be expressed but generally without justification  • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that  lead to some impairment in communication |
| 3-4 | • Responds to questions with some development, some hesitation and some  prompting necessary  • Some effective adaptation of language to describe, narrate and inform in  response to the questions  • Expresses opinions with occasional, brief justification  • Pronunciation and intonation are intelligible but occasionally inaccuracies affect  clarity of communication |
| 5-6 | • Responds to questions with frequently developed responses, only occasional  hesitation and only occasional prompting necessary  • Frequently effective adaptation of language to describe, narrate and inform in  response to questions  • Expresses opinions effectively and gives justification, with some development  • Pronunciation and intonation are intelligible, inaccuracies are minimal and have  no impact on clarity of communication |
| 7-8 | • Responds to questions with consistently fluent and developed responses  • Consistently effective adaptation of language to describe, narrate and inform, in  response to questions  • Expresses opinions with ease and gives fully-developed justification  • Pronunciation and intonation are consistently accurate and intelligible |

**Linguistic knowledge and accuracy**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable language |
| 1 | • Occasional accuracy in grammatical structures in response to questions;  occasional success when referring to past, present and/or future events  • Occasional coherent phrases and short sentences in response to questions;  regular instances of error that sometimes prevent meaning being conveyed |
| 2 | • Some accurate grammatical structures, including some successful references to  past, present and/or future events in response to questions, some ambiguity  • Responses are partially coherent, errors occur that sometimes hinder clarity of  communication and occasionally prevent meaning being conveyed |
| 3 | • Generally accurate grammatical structures, generally successful references to  past, present and/or future events in response to questions, occasional ambiguity  • Responses are generally coherent although errors occur that occasionally hinder  clarity of communication |
| 4 | • Consistently accurate grammatical structures, successful references to past,  present and/or future events in response to questions  • Responses are fully coherent and any errors do not hinder the clarity of the communication |

**Y10 Speaking questions Lent week 7: Die Hauarbeit:**

1. Was machst du gern und nicht gern, um zu Hause zu helfen (und warum)?

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1. Musst du das machen? (+ L2 frequency words + opinion phrase)

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1. Was sind die Vor- und Nachteile, wenn junge Leute zu Hause helfen? (+L2 add phrases like – „let me think“, „I’m not sure, but probably“)

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1. Was hast du neulich zu Hause gemacht, um deinen Eltern zu helfen? Wie war das?

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Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

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**Y10 Speaking questions Lent week 8: Hobbys:**

1. Was machst du gern und nicht so gern in deiner Freizeit?

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2. Wie oft und wo machst du das?

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3. Was hast du am letzten Samstagmorgen gemacht?

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4. Warum hast du das angefangen/unternommen?

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5. Was für ein neues Hobby möchtest du probieren? Warum?

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Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

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**Y10 Speaking questions Lent week 9: Wann treffen wir uns? :**

1. Wohin gehst du gern in deiner Freizeit? (give 3 examples) L2: add why

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1. Was machst du gern mit deinen Freunden? Warum?

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1. Was wirst du am Wochenende machen?

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1. Wann und wo wirst du deine Freunde treffen?

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1. L2: Wenn du irgendwelches neues Hobby machen könntest, welches wäre das? Warum?

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Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

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**Y10 Speaking questions Lent week 10: Was für eine Woche, p77**

Using the picture on p77, please prepare full answers to the questions 1-5.

For the IGCSE exam you will have to choose a picture and will be asked 5 questions following the rubric below:

**Question type 1: A description of what you can see in the picture**

**Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

**Question type 3: Past or future hypothesis**

This question must ask the candidate to imagine a possible past or potential future event

relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

**Question type 4: Opinions about the picture**

This question elicits the candidate’s opinions on the picture and the topic.

**Question type 5: Evaluation**

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

1. Was kannst du auf diesem Bild sehen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Ie ist das Wetter auf dem Bild?

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1. Was werden die Leute vielleicht später machen?

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1. Was ist besser: Freizeit zu Hause oder im Freien zu verbringen?

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1. Ist es wichtig, Zeit mit Freunden zu verbringen?

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**Task A (picture-based discussion)**

**Mark Communication and content (AO4)**

**Communication and Content**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Responds briefly to questions, some responses may consist of single-word  answers, much hesitation and continuous prompting needed  • Limited success in adapting language to describe, narrate, inform in response to  questions and sometimes unable to respond  • Straightforward opinions may be expressed but generally without justification  • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that  lead to some impairment in communication |
| 3-4 | • Responds to questions with some development, some hesitation and some  prompting necessary  • Some effective adaptation of language to describe, narrate and inform in  response to the questions  • Expresses opinions with occasional, brief justification  • Pronunciation and intonation are intelligible but occasionally inaccuracies affect  clarity of communication |
| 5-6 | • Responds to questions with frequently developed responses, only occasional  hesitation and only occasional prompting necessary  • Frequently effective adaptation of language to describe, narrate and inform in  response to questions  • Expresses opinions effectively and gives justification, with some development  • Pronunciation and intonation are intelligible, inaccuracies are minimal and have  no impact on clarity of communication |
| 7-8 | • Responds to questions with consistently fluent and developed responses  • Consistently effective adaptation of language to describe, narrate and inform, in  response to questions  • Expresses opinions with ease and gives fully-developed justification  • Pronunciation and intonation are consistently accurate and intelligible |

**Linguistic knowledge and accuracy**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable language |
| 1 | • Occasional accuracy in grammatical structures in response to questions;  occasional success when referring to past, present and/or future events  • Occasional coherent phrases and short sentences in response to questions;  regular instances of error that sometimes prevent meaning being conveyed |
| 2 | • Some accurate grammatical structures, including some successful references to  past, present and/or future events in response to questions, some ambiguity  • Responses are partially coherent, errors occur that sometimes hinder clarity of  communication and occasionally prevent meaning being conveyed |
| 3 | • Generally accurate grammatical structures, generally successful references to  past, present and/or future events in response to questions, occasional ambiguity  • Responses are generally coherent although errors occur that occasionally hinder  clarity of communication |
| 4 | • Consistently accurate grammatical structures, successful references to past,  present and/or future events in response to questions  • Responses are fully coherent and any errors do not hinder the clarity of the communication |

**Y10 Speaking questions Lent week 11: Besondere Anlässe in meinem Kalendar:**

1. Wann ist dein Geburtstag?

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1. Wie wirst du deinen nächsten Geburtstag feiern? Warum?

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1. Welche anderen Feste feiert deine Familie? L2: Wann und mit wem?

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1. Warum feiern wir Feste?

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1. L2: Welche Feste sollten wir abschaffen und warum?

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**Tasks B and C (conversations mark scheme)**

**Mark Linguistic knowledge and accuracy (AO4**

**Communication and Content**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-3 | • Communicates brief information relevant to the topics and questions  • Uses language to express straightforward ideas and opinions, but generally without justification  • Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary  • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication |
| 4-6 | • Communicates information relevant to the topics and questions, with occasionally  extended sequences of speech  • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  • Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication |
| 7-9 | • Communicates information relevant to the topics and questions, usually with extended sequences of speech  • Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions  • Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes  • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 10-12 | • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  • Pronunciation and intonation are consistently accurate and intelligible |

**Linguistic Knowledge and Accuracy**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable language. |
| 1-2 | • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation  • Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity  • Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed |
| 3-4 | • Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures  • Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity  • Sequences of coherent speech although errors occur that hinder clarity ofcommunication and sometimes prevent meaning being conveyed |
| 5-6 | • Manipulates grammatical structures with occasional variation, complex structures used, but repetitive  • Generally accurate grammatical structures and generally successful references to past, present and future events  • Generally coherent speech although errors occur that occasionally hinder clarity  of communication |
| 7-8 | • Manipulates a wide variety of grammatical structures, frequent use of complex structures  • Consistently accurate grammatical structures, consistently successful references to past, present and future events  • Fully coherent speech; any errors do not hinder the clarity of the communication |

**Y10 Speaking questions Michaelmas week 12: Ostern!**

1. Wie findest du Ostern? L2: Was ist das Beste/das Schlechteste daran?

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1. Wie wird bei Dir gefeiert?

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1. Hast du schon Eier gekauft? Welche?

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1. Was werdet ihr essen und trinken?

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1. Welche Feste gibt es im Jahr, die dir besser gefallen? Warum?

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1. L2: Einige meinen, dass Ostern einfach nichts mit dem Christkind zu tun hat, was meinst du?

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Rückmeldung/Bewertung:

Ausgezeichnet Gut Mittelmäßig Schwach

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ebi (Even Better If)

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