**Y10 German**

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

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

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

Speaking lesson questions and picture questions preparation:

Summer term

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

**Y10 Speaking questions Summer week 2: Besondere Anlässe in meinem Kalendar:**

1. Wann ist dein Geburtstag?

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

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?

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

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

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

**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 Summer week 3a: Special occasions: Eine Party p81**

Using the picture on p81, 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 ist auf dem Tisch?

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

1. Was werden die Kinder vielleicht später machen?

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

1. Was hälst du von Familienfesten?

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

1. Wie wichtig ist es, deinen Geburtstag richtig zu feiern? (remember to use: weil, obwohl, ob, dass)

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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 Summer week 3b: Special occasions: Wir feiern!:**

1. Welche Feste feiert deine Familie? (Use frequency phrases – immer, oft etc. Give at least 2 examples. L2: add a reason)

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1. Was ist deiner Meinung nach wichtig für ein gutes Fest? (Use justification phrases – weil, da, denn etc)

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1. Was hast du letztes Jahr gefeiert? Wie war das?

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1. Was wirst du nächstes Jahr feiern?

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1. Warum feiern wir Feste? Meinst du, einige Feste sind altmodisch und sollten vergessen werden? Welche? 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 Summer week 4: Holidays: Ferien**

Using the picture on p87, 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. Welche Farben hat der Skianzug des Mannes?

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1. Was werden die Personen vielleicht später machen?

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1. Machst du in den Ferien gern Sport?

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1. Was ist deiner Meinung nach besser: Sommerferien oder Winterferien?

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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 Summer week 5: Ferienpläne:**

1. Welche Unterkunft bevorzugst du?

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1. Wohin und mit wem wirst du in den nächsten Ferien reisen? Wie wird das sein?

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1. Was wirst du dort machen? Freust du dich darauf? Warum/nicht?

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1. Was hast du über dieses Land/Reiseziel gehört oder gelesen?

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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 Summer week 7: Das Wetter und am Verhehrsamt**

1. Wie ist das Wetter heute?

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1. Wie wird das Wetter wahrscheinlich morgen sein?

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1. L2: Vergleiche das Wetter in St Peter Port mit dem Wetter in Griechenland. (use comparatives + als eg besser als, and also nicht so gut wie – add a weil clause too.)

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1. Warum geht man ins Verkehrsamt? (use man + um….zu…; also use opinion phrases and frequency phrases)

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1. Was bekommt man vom Verkehrsamt? (use vocabulary covered in the lesson powerpoint as a starter) L2: you should try to use a sodass clause.

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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 Summer week 8: die Ferien – past and conditional (Q1-6):**

Please prepare answers to the following questions for your lesson - all should do the Level 1 questions, Level 2 and Level 3 are extension and require the conditional tense:

1. Wo warst du letztes Jahr in Urlaub? (Give details - several pieces of information - type of holiday, country, town, compass).

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1. Wo hast du übernachtet? (Give details about the hotel/youth hostel/camp site and its facilities and/or your room).

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1. Was habt ihr dort gemacht/besichtigt/gesehen? (Use adjectives and give an opinion (in the past)).

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1. Wie war dein Urlaubsziel im Vergliech zu Guernsey?

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1. L2: Würdest du diesen Ort anderen empfehlen? Warum/warum nicht?

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1. L3: Wie wäre dein Traumurlaub?

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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 Summer week 9: die Ferien – am Hotelempfang**

Using the picture on p93, 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 hat die Frau in der Hand?

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1. Was werden die Personen vielleicht später machen?

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

1. Welche Unterkunft findest du besser: ein Hotel oder einen Campingplatz? (Use both present and past tenses here, including opinions)

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1. Ist Urlaub wichtig? Warum? (Use present and future here, and also comparative adjectives)

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

**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 |

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**Y10 Speaking questions Summer week 10: Wie komme ich am besten…..? :**

Please prepare and learn answers to the following questions for your speaking lesson with Mrs Maisch:

1. Wie komme ich am besten zur Post, bitte? (give at least 3 instructions)

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1. Ist das weit? (you must expand and not just answer Ja/Nein - include details like -"you can walk there" or "it's only 5 minutes away" or similar.

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1. Wo bist du letztes Wochenende hingefahren/hingegangen? Wo liegt das genau? (z.B - Ich bin letzten Samstag zum Modegeschäft New Look hingegangen, um ein neues T-Shirt zu kaufen. Das Geschäft liegt am Marktplatz zwischen dem Naturkostladen und dem Café - das ist nicht sehr weit).

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1. Wo wirst du nächstes Wochenende hinfahren/hingehen? Wirst du zu Fuß oder mit dem Auto hin? Warum?

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