**Y11 German**

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

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

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

Speaking lesson questions and picture questions preparation:

Michaelmas term

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

**Y11 Speaking questions Michaelmas week 2: Das Stadt- und Landleben:**

1. Was gibt es in deiner Stadt? + L2 add location phrases eg. Gegenüber, neben etc.

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1. Was kann man am besten in deiner Stadt machen?

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1. Wo gehst du meistens hin und wie oft? + L2 add Manner

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1. Was für eine Stadt ist St Peter Port. + L2 Vergleich SPP mit St Helier

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1. Wie findest du deinen Wohnort? Warum?

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

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking questions Michaelmas week 3: Das Stadt- und Landleben:**

Using the picture on p115, 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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2. Was machen die Leute?

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3. Wie sind sie zum Park gekommen?

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4. Wo liegt dieser Park? Woher weißt du das?

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5. Möchtest du in einer Stadt wie dieser wohnen? Warum oder warum nicht?

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

**Mark Communication and content (AO4)**

**Communication and Content**

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| --- | --- |
| 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 |

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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**Y11 Speaking questions Michaelmas week 4: Das Stadt- oder Landleben:**

1. Was findest du besser: Stadt- oder Landleben? Warum?

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1. Was sind die Vor- und Nachteile vom Stadtleben?

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1. Was sind die Vor- und Nachteile vom Dorfleben?

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

1. Möchtest du in Zukunft lieber auf dem Land oder in der Stadt wohnen? Watum?

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

1. L2: Wie wäre dein Traumwohnort?

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

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking questions Michaelmas week 5: Einkaufen und Geld:**

1. Was kaufst du normalerweise zum Essen? +L2 add warum/TMP

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

1. Was für Kleidung kaufst du? +L2 add frequency words

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

1. Was kaufst du für die Schule?

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

1. Was hast du letztes Wochenende gekauft? Remember TMP

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

1. Was wird deine Mutter nächste Woche kaufen? Warum?

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

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking questions Michaelmas week 6: Einkaufen und Geld:**

Using the picture on p121, 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. Beschreib mir bitte das Bild?

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

2. Was für Obst und Gemüse siehst du auf dem Bild?

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

3. Was wird das Mädchen wohl damit machen?

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4. Ist es besser, auf dem Markt oder im Supermarkt einkaufen zu gehen?

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5. Wie wichtig ist es, Frisches zu kochen und zu essen?

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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 |

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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**Y11 Speaking questions Michaelmas week 7: Taschengeld:**

1. Bekommst du Taschengeld? Wie viel, wie oft und woher?

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1. Reicht dir das Geld?

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1. Wie viel Taschengeld sollten Jugendliche bekommen und in welchem Alter?

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1. Wofür gibst du dein Taschengeld aus? Sparst du auf etwas Bestimmtes? +L2 add past/future tense

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1. Sollten Jugendliche ihr Taschengeld verdienen? Wie? +L2 add info about why Nebenjobs are important

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Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking questions Michaelmas week 8: Kommunikationsmittel im Alltag**

Using the picture on p127, 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 siehst du auf diesem Foto?

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2. Was macht der junge Mann rechts?

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3. Was wird das Mädchen nachher machen?

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4. Warum ist eine Bibliothek ein guter Ort, einen Laptop auszuleihen?

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

5. Wie hast du in letzter Zeit am meisten kommuniziert: der Post, Internet oder Telefon?

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

**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 |

Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**Y11 Speaking questions Michaelmas week 9: Verloren und gefunden:**

1. Was hast du schon verloren oder gefunden? Wo?

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

1. Wie suchst du nach dem Gegenstand, wenn du etwas verlierst?

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

1. Was hast du verloren, das dir wichtig war?

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

1. Warum war dir dieser Gegenstand wichtig?

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Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking questions Michaelmas week 10 and 11: Picture choice and preparation**

Choose a picture for your preliminary exam speaking test.

**3.3 Preparation for the speaking test**

**Picture selection in Task A**

To ensure students have access to the full range of assessment criteria and the opportunity to

score well in Task A, it is essential they select a picture which follows the guidelines below.

The picture **MUST** contain the following elements:

• people

• objects

• interactions.

The picture must not contain any text that could support students in their responses.

For examples of pictures, please see the *Sample Assessment Materials* document, which is

available on our website.

Teachers/examiners may not practise Task A with their students using the picture they will

be using in the test. They may use other pictures on the same topic but they may not

practise or rehearse using the candidates chosen picture.

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.

**Mark Linguistic knowledge and accuracy (AO4**

Prepare answers to possible questions based on your picture and topic. For similar questions see previous weeks and use your textbook.

**Y11 Speaking questions Michaelmas week 12: Umwelt:**

1. Was sollte man tun, um die Umwelt zu schützen?

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1. Was machst du/macht deine Familie, um die Umwelt zu schützen? Ist deine Familie umweltfreundlich?

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1. Was hast du letztes Jahr gemacht, um umweltfreundlicher zu sein?

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

1. Was für Initiativen gibt es, die auf Guernsey eingeführt worden sind?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Was könntest du in Zukunft unternehmen?

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1. Warum leben die Briten nicht grüner?

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Kommentar/Anmerkung:

WWW (What Went Well?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EBI (Even Better If)

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

**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 |

**Mark Interaction and spontaneity**

|  |  |
| --- | --- |
| Mark | Rubric |
| 0 | No rewardable material. |
| 1-2 | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  • Short responses, some incomplete, any development depends on examiner prompting  • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3-4 | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  • Sometimes able to initiate and develop responses independently but regular prompting needed  • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5-6 | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  • Mostly able to initiate and develop the conversation independently, occasional prompting needed  • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7-8 | • Responds spontaneously and with ease to questions, resulting in natural interaction  • Consistently able to initiate and develop the conversation independently  • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |

**Y11 Speaking exam Michaelmas week 13: Umweltprobleme:**

1. Was sind die Hauptumweltprobleme für unseren Planet?

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

2. Wie könnten wir diese Probleme lösen?

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3. Warum ist Recycling wichtig?

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4. Beschreib das Recyclingsystem auf Guernsey.

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5. Welche Initiativen sollten wir in Zukunft einführen?

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

**Mark Linguistic knowledge and accuracy (AO4**

**Communication and Content**

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| 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 |
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| 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 |
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**Mark Interaction and spontaneity**

|  |  |
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| Mark | Rubric |
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**Y11 Speaking exam Michaelmas weeks 14 and 15: Preliminary exams**