**Y11 German**

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

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

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

Speaking lesson questions and picture questions preparation:

Lent term

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

**Y11 Speaking questions Lent week 2: Schulaustausch:**

1. Hast du bei einer Gastfamilie in deinem Land oder im Ausland gewohnt? Beschreib das.

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1. Was war wie bei dir zu Hause und was war anders? (give at least 2 examples of each)

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1. Sind Schulaustausche eine gute Idee? Warum (nicht)?

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1. Würdest du gern (wieder) an einem Schulaustausch teilnehmen? Warum (nicht)?

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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 occasionallyextended 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 clarityof 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 Lent week 3: Feste:**

Using the picture on p151, 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 tragen die Kinder? (L2, add full description of the bags, which they are holding)

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3. Was werden die Kinder vielleicht später machen?

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4. Was ist dein Lieblingsfest und warum?

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5. Welches Fest ist wichtig für deine Familie? Was macht ihr normalerweise an diesem Fest?

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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 Lent week 4: Feste in meinem Land:**

1. Wie findest du Verkleiden (dressing up in costumes)? Warum?

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1. Was kann man beim Fasching sehen und machen?

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1. Würdest du gern zum Fasching gehen? Warum (nicht)?

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

1. Welche Feste machen dir am meisten Spaß? 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 occasionallyextended 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 clarityof 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 Lent week 5: verschiedene Verkehrsmittel:**

1. Welche öffentlichen Verkehrsmittel gibt es in deiner Stadt oder in deiner Region?

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

1. Wie oft fährst du mit dem öffentlichen Verkehr? Wie findest du ihn?

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

1. Fährst du lieber mit dem Auto oder mit öffentlichen Verkehrsmitteln? Warum?

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

1. Wann bist du das letzte Mal mit öffentlichen Verkehrsmitteln gefahren? Remember TMP

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

1. Möchtest du dein eigenes Auto haben, wenn du älter bist? Warum (nicht)?

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

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 |
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| 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 |
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**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 |
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| 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 Lent week 6: Gute Reise:**

Using the picture on p159, 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?

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

2. Was machen die Kinder?

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

3. Wo werden sie deiner Meinung nach alle hinfahren? (L2: include an um…zu… phrase)

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

4. Wie fühlen sie sich, meinst du? Woher weißt du das ?

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

5. Was für eine Reise würdest du gern machen? Mit welchen Verkehrsmitteln – warum?

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

**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 Lent week 7: Als ich Kind war:**

1. Was hast du als kleines Kind gemacht? Wie oft und woher?

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1. Was machst du heute nicht mehr?

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

1. Wie ist dein Leben heutzutage im Vergleich mit vor 10 Jahren?

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

1. Welche Aktivitäten und Hobbys möchtest du noch machen, wenn du älter bist? Warum?

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

1. Wie war die Kindheit vor 50 Jahren für deine Großeltern? Ist das Leben heute besser? Warum (nicht)?

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

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 occasionallyextended 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 clarityof 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 Lent week 8: Die Schulregeln**

Using the picture on p179, 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. Wo sind die Personen?

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3. Welche Schulregeln hat der Schüler deiner Meinung nach nicht beachtet?

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4. Wie fühlen sich die Personen im Foto?

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

5. Sind Schulregeln deiner Meinung nach nötig? Warum (nicht)?

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

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

**Mark Communication and content (AO4)**

**Communication and Content**

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

**Linguistic knowledge and accuracy**

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

Kommentar/Anmerkung:

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

EBI (Even Better If)

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

**Y11 Speaking questions Lent week 9: Schulstress:**

1. Bist du wegen der Schule gestresst? Warum (nicht)?

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

1. Warum können Jugendliche Probleme in der Schule haben?

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

1. Was war letztes Jahr schwierig für dich an der Schule?

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

1. Wie können Eltern bei Schulstress helfen?

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

1. Was wirst du in den nächsten Wochen machen, um deinen Schulstress zu vermindern?

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

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 occasionallyextended 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 clarityof 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 final exam speaking test. For practice purposes, choose a similar picture on the same topic.

**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.

**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 Lent week 12: Ostern:**

1. Was passiert zu Ostern in Deutschland?

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1. Was machst du/macht deine Familie, um Ostern zu feiern? Hat deine Familie Traditionen? Welche?

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

1. Was hast du letztes am Ostermontag gemacht?

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

1. Wie findest du Feste wie Ostern? Warum ?

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1. Was sind die Vor- und Nachteile von Festen wie Ostern?

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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 occasionallyextended 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 clarityof 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 |