asset languages

GERMAN

BREAKTHROUGH

OCR
RECOGNISING ACHIEVEMENT

Contents

Introduction

These materials have been created to exemplify the standard expected in speaking at Breakthrough Stage.

You have received these materials because you are either:

- **a teacher carrying out external assessment speaking tests** who would like support in what constitutes good practice in the conduct of speaking tests, information about how to apply the speaking assessment criteria accurately and guidance in the process of internal standardisation,

or:

- **a teacher using teacher assessment**.

A DVD with four speaking tests which are to be used for both Teacher Assessment and External Assessment is available from the Publications Catalogue (http://www.ocr.org.uk/orderpublications/pubs_catalogue/index.html) as part of the Accredited Teacher Training Pack, which also includes writing test support.

Materials and information in these materials provide additional support for conducting and marking speaking and writing tests. You may use them by yourself or with other teachers in your centre for standardisation training. You can also use them as refresher training at any time within your centre.

Only those teachers who are applying for accreditation in order to be able to present the OCR Grade Awards need to complete the assessment in Activity 4 on page 21.

1. Breakthrough Stage

The Languages Ladder

The Languages Ladder is a 'ladder of recognition' from beginner level to proficiency level fluency. It is designed to define competence in language learning and it describes a scale of achievement through six stages made up of small graded steps which provide short-term motivational goals. Breakthrough Stage comprises Grades 1-3 and is the first of the six stages of the Languages Ladder.

Each of the grades is assessed in relation to simple 'can do' statements, which together constitute the Languages Ladder. These statements describe what candidates are expected to be able to do with language in terms of outcomes.

Languages Ladder 'can do' statements for Breakthrough speaking

GRADE	CAN DO STATEMENT
Grade 1	I can say/repeat a few words and short simple phrases.
Grade 2	I can answer simple questions and give basic information.
Grade 3	I can ask and answer simple questions and talk about my interests.

On <u>completing</u> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your pronunciation will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.

The standard at Breakthrough

The 'can do' statements are useful, but simple, descriptions of performance. The following descriptions expand on typical performances at each grade.

Grade 1

At Grade 1 learners are expected to be able to repeat short phrases or say short learned words or phrases from memory. They will use common concrete nouns couched in very simple sentence structures and common formulaic expressions. There will be some attempt at target language pronunciation. A learner who relies heavily on repeating language supplied by the examiner or only produces a small number of words from memory is working at Grade 1 level. This is the most basic level of speaking.

Grade 2

By Grade 2 learners should be able to answer simple high-frequency questions (e.g. What's your name? Where is ....? What is ....?). Responses are expected to be short and some grammatical errors may be present. Learners should be able to give basic information using high-frequency vocabulary (e.g. common concrete nouns, adjectives and verbs) using simple sentence structures and common formulaic expressions. There should be some attempt at target language pronunciation and there may be hesitation but they should be able to communicate the main points of the task. A learner who attempts to use a basic range of learned vocabulary and simple sentence structures is working at Grade 2 level.

Grade 3

At Grade 3 learners should be able to ask simple questions (e.g. How old is ...? Where is ...? What colour is ...?) and answer them. They should be able to talk about a range of general topics using a range of basic vocabulary (e.g. concrete nouns, simple adjectives, high-frequency verbs, simple prepositions of place) expressed in a basic range of simple sentence structures and formulaic expressions. Their utterances will be short but sometimes extended, e.g. by using common connectives, and learners should be confident enough to give a short talk on a topic of their choice. They should be able to communicate the main points clearly with fewer hesitations and a good attempt at target language pronunciation.

When to enter candidates for external assessment speaking tests

The external assessment speaking tests are designed to assess across the whole range of the stage. Ideally, candidates should be entered for the Breakthrough external assessment of speaking when they can demonstrate the language competence for the **end** of the stage, so that they have a high probability of achieving a Grade 3. However, Grades 1 and 2 can be obtained by candidates who are unable to demonstrate Grade 3.

Using teacher assessment speaking tasks will provide a good indication of when learners are ready.

2. Breakthrough speaking assessment criteria

Assessment criteria

Whilst the 'can do' statements from the Languages Ladder are useful descriptors of outcome, they do not define performance with sufficient clarity to ensure a uniform approach to assessment. To do this we use Assessment Criteria linked to scales.

For the external assessment of speaking, candidates are assessed on two criteria: language and communication. The assessment scales describing the performance required in each area can be found on page 7.

The two strands of the assessment criteria

Language

This refers to the candidate's knowledge of, and ability to use, vocabulary and structure to convey meaning. Breakthrough candidates are expected to be able to use a basic range of everyday expressions relating to personal details and needs. It is their success in using this range with sufficient accuracy that is being assessed. Absolute accuracy is not expected.

Communication

This refers to the candidate's ability to take part in the tasks appropriately and to communicate their message. The length and frequency of responses are assessed. Hesitations while the candidate searches for language are expected but there should be sufficient fluency so as not to make communication difficult. Pronunciation should be accurate enough for the meaning to be clear and should not require much effort from the listener for understanding. A candidate who occasionally uses their first language (such as English) should not be penalised so long as it does not affect communication.

Applying the assessment criteria

During a speaking test, you assess candidates by applying the criteria shown in the table on page 7. You award each candidate one language mark and one communication mark for Part 1 and for Part 2, giving four marks in total.

To award a language or communication mark:

1. Choose which 'band' (0, 1, 2 or 3) **best describes a candidate's performance**.

   Normally you will assign a candidate to band 1, 2 or 3. However, in an exceptional case, a candidate might provide you with a language sample that is insufficient for you to apply the usual criteria. In such a case, assign the candidate to band 0.

2. Each band is then subdivided into three levels, e.g. .1, .2 and .3.

    This allows you to discriminate within each band to say that the level has been fully achieved (.3), partially achieved (.2) or minimally achieved (.1).

So, for example, you would award a language mark of 3.2 to a candidate whose performance you think is best described as 'partially achieving the language criteria for band 3'.

You are not expected to award a grade. You record the marks you give using the criteria on an OMR which is returned to OCR. Your marks will then have the relevant weightings applied to them. The resulting totals are compared against a predetermined scale and a grade is awarded by OCR.

Breakthrough speaking assessment criteria

This mark scheme is to be interpreted at Breakthrough standard.

Language	Communication	Band
A basic range of simple structures is used successfully. There are few grammatical errors. A range of basic vocabulary is used successfully.	The main points of the task are communicated. Responses are sometimes extended. Hesitations do not make communication difficult. Pronunciation is accurate enough for the meaning to be clear. There is a good attempt to use the target language pronunciation. Understanding requires little effort from the listener.	3.3 3.2 3.1
There is an attempt to use a basic range of simple structures. There are several grammatical errors. There is an attempt to use a range of basic vocabulary.	Some of the main points of the task are communicated. Responses are short. Hesitation can sometimes make communication difficult. Pronunciation is accurate enough for the meaning to be clear with some effort from the listener. There is some attempt to use the target language pronunciation. Understanding requires some effort from the listener.	2.3 2.2 2.1
Individual words are used successfully. Grammatical errors are evident. A limited range of basic vocabulary is used.	Few of the main points of the task are communicated. Responses are very short. Hesitation makes communication very difficult. There is little attempt to use the target language pronunciation. Understanding requires considerable effort from the listener.	1.3 1.2 1.1
Insufficient sample of spoken language	Insufficient sample of spoken language	0

3. External assessment speaking tests

External assessment of speaking leads to a recognised qualification.

In order to carry out external assessment speaking tests you will have three booklets: one for the candidate and two for the examiner.

- The Candidate's Booklet contains the pictures for the interaction task.
- The Examiner's Booklet also contains the assessment materials.
- The Instructions for Internally Conducted Speaking Tests booklet contains information on the preparation and conduct of the test.

These booklets are valid for all five series in the year and should be kept in a secure place when not in use. You should familiarise yourself with both booklets so that the best use can be made of all the materials that they contain. However, it must be remembered that this is confidential material and should only be used for assessment for any testing series.

You can do the tests at any point during the year, but they must be completed by the **start** of the final assessment series in June.

The format of the Breakthrough speaking test

Part	Content	Format	Assessment	Test time	Weighting
Part 1, task 1 Personal information	Personal questions on a topic	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	30 seconds to 1 minute	70%
Part 1, task 2 Interaction	Picture-based task: statements and questions	Candidate and teacher only	Conducted, assessed and recorded by a teacher Moderated by OCR	2 minutes	
Part 2 Presentation	Candidate talks on a prepared topic	Candidate and teacher only or candidate to a group	Conducted and assessed by a teacher	Up to 1 minute	30%

- Parts 1 and 2 can be conducted on the same occasion or on separate occasions.

Helping students prepare for the external assessment speaking test

There are sample materials on the website www.assetlanguages.org.uk/about/samples.aspx which can be used for practising or you can use any pictures of your own to practise the format of the interaction task and choose your own topics to practise the format of the personal information task.

You can also use the teacher assessment materials in the Teacher Assessment Packs to prepare for the external speaking test.

The external assessment test materials must **not** be used for practising as these are confidential and should only be used for the external assessment speaking test.

Tips for conducting a speaking test

It is as important for the examiner to be prepared for the speaking test as it is for the candidate. Details on setting up the test and how to carry out recording are given in the Instructions for Internally Conducted Speaking Tests booklet. If you do not have an Instructions booklet, a copy can be found on the website. However, this is only one aspect of conducting the speaking test – it is important to conduct the test in a manner that provides candidates with the best opportunity to give their best performance.

Before you start:

- Whilst preparing for the test, look through the whole pack so that you are familiar with the pictures and the questions. This will help you select the best task for each candidate and also to think of follow-up questions as necessary.
- Look at the pictures in Part 1, task 2, in advance of the test. The pictures and topics have been chosen to allow a range of vocabulary to be covered. Ensure that areas of vocabulary and topics are not repeated in the test.
- In advance of the test, find out the topic of each candidate's presentation. In Part 1, avoid selecting questions about that topic to make sure that candidates have the opportunity to show a range of their language ability.

Phrasing your questions:

- Examiners should allow as many opportunities for language use as possible. For any follow-up questions, use open questions, e.g. 'What do you do at the weekend?' rather than closed questions, which only require a yes/no answer, e.g. 'Do you play tennis?'.
- Try not to 'feed' language which may only leave candidates with the option of repeating or answering 'Yes' or 'No' and does not give them a good opportunity to demonstrate their ability.
- Allow the candidate time to think and respond. Don't be afraid of silence; the candidate may be searching for appropriate vocabulary or structure. If the candidate is struggling, prompt with simple questions to help get him/her back on course.
- Avoid interrupting the candidate. Remember that the Speaking Moderators who will be listening to the cassettes need to hear what the candidate can say. Your role

should be that of a facilitator to ensure the candidate has the best opportunity to show what he/she can achieve.

- Think about how you respond to what candidates say. Repeating what candidates have said or correcting candidates can be very distracting for them as they can start thinking about the difference between what you have said and their response. Similarly, praising candidates for a correct answer can be distracting as candidates might listen out for your responses to check how they are doing rather than thinking about their next response. Try to encourage candidates by using body language and neutral statements such as 'OK' and 'thank you'.

Redirecting the candidate:

- Non-verbal redirection: attempts to 'help' candidates who are slow to respond or reluctant to take part may not always be helpful. Verbal intervention from the teacher, especially unscripted re-phrasings, can be a further source of confusion or lead to a break in concentration. Teachers should, therefore, use eye-contact and gesture in the first instance to indicate that, for example, another aspect of the visual material might be addressed.

- Redirection through prompting: when interaction has clearly broken down, or fails to develop initially, the teacher will need to intervene. This should take the form of additional prompts to redirect the candidates towards the tasks. Redirection may take the form of:
  - a repetition of all or part of the instructions
  - pointing to the visual material
  - use of back-up questions
  - prompting with items of vocabulary.

Timing:

- Timing is very important to ensure all candidates are given an equal test. It is useful to have a clock on the table in front of you to check the timing. Once the required amount of time for the part has passed, do not ask further questions that will cause the test to overrun. Candidates should expect the part to be brought to a close.

Internal standardisation

You can conduct speaking tests at any time during the year but before you submit your marks to OCR you must check that teachers conducting the test in your centre have been applying the assessment criteria consistently. This is known as internal standardisation.

Internal standardisation is designed to ensure that all teachers conducting tests in the centre are marking to the same standard.

Internal standardisation can be carried out in a variety of ways. For example:

- Before tests are conducted and marking begins, the samples on the DVD can be used with all teachers conducting the test to see that the assessment criteria are being interpreted and applied in the same way and any differences of interpretation or emphasis can be aired and resolved.

- Once the tests have been conducted teachers select candidates from the top, middle and bottom bands of performance from their groups. These are then listened to by another or all teachers conducting the test in the centre to see that they agree with the marking and the rank order.

- Alternatively candidates, who are on the borderline between two bands for language or communication, can be selected and listened to by another or all teachers and a consensus reached about the mark awarded.

As a result of this process it may be necessary for some teachers to adjust their marks in order to ensure consistency for the whole centre.

This will ensure that the rank ordering of the candidates in the centre is consistent, which is essential.

Once the tests are received by OCR they are sent for moderation. Where the rank order is inconsistent, tests may be returned to centres for review and resubmission for moderation.

4. Understanding the standard using the DVD

Whether you are **a teacher carrying out external assessment of speaking tests** or **a teacher using teacher assessment**, this section is relevant to you. The DVD provided with the Accredited Teacher Training Pack or the Teacher Assessment Pack contains four examples of the external assessment speaking test. However, the principles and standards exemplified on the DVD can also be used equally well with teacher assessment speaking tasks.

The visual material and the interlocutor frame used in the speaking tests on the DVD can be found on pages 14-15. (The **Instructions for Internally Conducted Speaking Tests booklet** gives a detailed account of how to conduct the test.)

Practical activities based on the DVD: Understanding the standard

Activity 1: Based on test 1

Purpose: To help you understand how to conduct a Breakthrough speaking test.

1. Watch test 1. You should particularly focus on the behaviour of the examiner.
2. How does this work as a test? What are the strengths and weaknesses of the examiner?

   Some things to consider are:
     - Did the examiner follow the correct format of the test?
     - What was the examiner's questioning technique like?
     - Was the candidate given the best opportunity to show what they were capable of? How? Could it have been improved?
     - Was the timekeeping acceptable?
     - How was appropriate support provided?
3. Reflect on your role as examiner. What do you need to do to provide effective tests for your learners?

Points to note in the tests shown on the DVD

- An external microphone is clearly visible on the table facing the candidate. It is extremely important to use an external microphone when recording the test on OCR cassettes to ensure that a good-quality sound recording is made. **The quality of recording should be checked before the first candidate to avoid indistinct recording which could affect moderation and marking.**
- Timing is also very important. Note that there is a clock or watch in view which is used regularly to check the timing of each part of the test. It is good practice to use a clock or

watch in this way to ensure that all candidates have an equal test and that timing does
not overrun.

The teachers have prepared for the test. They have thought about the questions they will ask
the candidates. Only one set of pictures was used in this filming. There is, however, a choice
in the test materials and these should be looked at in advance of the test in order to prepare.
It is important to vary the pictures used with different candidates, and to choose pictures that
will elicit different vocabulary to that which is used in the Personal Information and
Presentation parts of the test and so avoid repetition.

Activity 2:   Based on test 1

Purpose: To help you understand how to award marks for the test.

1. Watch Test 1 again. This time focus on the performance of the candidate.
2. Look at the assessment criteria on page 7 and read the accompanying commentary
    on pages 16-17. Look at the marks that have been awarded and the reasoning that
    has been given for the choice of mark.
3. Think about your learners. Choose one and apply the criteria to an example of his/her
    spoken language.

Resources for activities 1 to 5: Interlocutor frame

This is the interlocutor frame and pictures used in the speaking test shown on the DVD. Please note that the pictures appear in colour in the speaking test pack.

In practice, speaking test packs will include a number of different topics for the personal information questions and a number of different visual tasks. The teacher selects the most appropriate ones for each candidate.

Part 1: Task 1   30 seconds – 1 minute

Introduction	Hello. Come in and sit down. We're going to do your German Speaking test. We'll do most of it in German, but I'll tell you some things in English, so you know what to do. Right, let's start.

Note: A choice of topics will be provided.

Your family	Wir sprechen jetzt über deine Familie.
	Wieviele Personen gibt es in deiner Familie?
	Hast du Geschwister? Wie heißen sie? Wie alt sind sie?
	Hast du ein Haustier?

Part 1: Task 2   2 minutes   Note: A choice of pictures will be provided.

Introduction	Now I will speak in English again. Here are two pictures, one for me and one for you. *[give picture to candidate]* The two pictures are similar, but some things are different. **First** I'll say **two** things about **my** picture and you will tell me what is different in **your** picture. Then I'll ask you **two** questions about **your picture**. Finally you will ask **me** two new questions about **my** picture. *[wait 15 seconds]*
Talk about any two differences	Und jetzt auf Deutsch. Hier sind zwei/drei Tassen auf dem Boden Der Junge hat kurze/lange Haare Die Tasche ist auf/unter dem Stuhl Schau dir das Madchen auf dem Sofa an. Sie trägt eine/ keine Brille
Ask two questions	Wie ist das Wetter? Wie spät ist es? Welche Farbe hat der Fisch? Wo ist der Löffel?
Candidate asks two questions	Gut, jetzt bist du dran. Kannst du mir zwei Fragen stellen. *[Candidate asks two questions.]* Danke.

Part 2   up to 1 minute

Presentation	*[Right, let's speak in English again.] Now I'd like to hear your presentation, please.* Jetzt auf Deutsch. Möchtest du beginnen? Danke. *Let's finish in English. That's the end of your speaking test.*

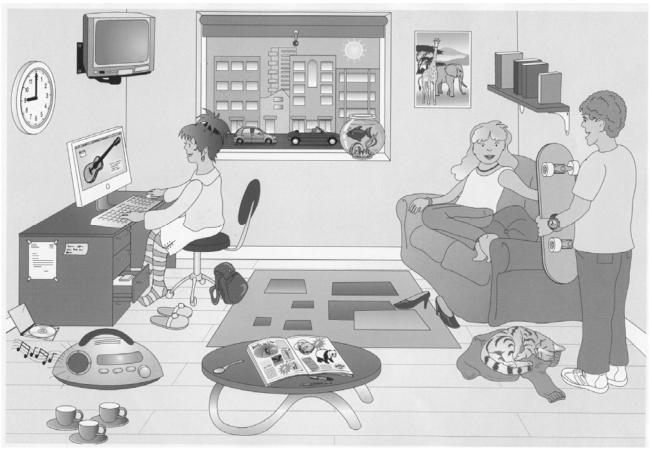## Worked commentary for activity 2

Candidate: Stephanie

PART 1
Personal information
The candidate responds reasonably readily, but uses an approximate repeat of the verb form in the question '*ich heißt' 'ich lernt'* . One of the school subjects mentioned sounds like '*Russki'.* The choice of repeating one subject '*Deutsch*' as her favourite has the effect of reducing the target language sample in this section but is a legitimate response to the questioning.
Interaction task
Here the candidate's approach is very relaxed in that she resorts to using English even for simple responses (eg. *T(h)ree, sleeping Katze*). The question '*Was macht die Frau?'* is not understood, and the response is '*Das Bag ist …'.* The candidate's questions are both in the same form '*Gibt es das Goldfisch'* (English pronunciation)? and '*Gibt es eine Poster?'*
ASSESSMENT
Language
A number of structures have been attempted and a small range of vocabulary has been used. The level of German accuracy is rather low and the insertion of English compounds this. **Mark: 2.1**
Communication
The candidate communicates some main points quite well but does not always make a convincing attempt to use German vocabulary and German pronunciation. **Mark: 2.1**
PART 2
Presentation
The candidate produces a reasonable performance, although the use of endings is haphazard (*braun Haare, meine Vater, blau Augen* etc.). Use of English before changing to German '*nice.. nett*' or possibly in mistake for German (*..nett also* (= English 'also')) and the common mistake '…*zwei Schwestern heißt…'* make some parts difficult to understand. The basic vocabulary item '*Jahre'* was pronounced '*Djahre'.*

ASSESSMENT
Language There were attempts at correct German structures here, and a reasonable range of appropriate vocabulary was used. Most inaccuracies were relatively minor (apart from '*heißt'* for 'called'). **Mark: 2.3**
Communication The main points were communicated without great difficulty but there were a few problems with use of English and with pronunciation of key words. **Mark: 2.2**

5. Confirming the standard using the DVD

Activity 3:   Based on test 2

Purpose: To give you practice in independently assessing a Breakthrough speaking test.

This activity is designed for self-assessment or can be used for group discussion to help with standardisation.

1. Watch test 2.
2. A comment sheet is provided opposite. Look at the assessment criteria on page 7 and complete the comment sheet by writing brief notes on the conduct of the test and both the candidate's and examiner's performance. Give a mark for each criterion for Part 1 and Part 2 using the assessment criteria on page 7, explaining why you have chosen each mark you have given.
3. Now read the commentary provided in the appendix on pages 26-27 and compare the comments and marks with your own.
4. How does this candidate compare to the one in test 1? Consider your own learners and identify one whose spoken language is more in line with this second candidate and apply the criteria to an example of his/her spoken language.
5. If you are unclear about the assessment, re-read all the information provided and watch Tests 1 and 2 again. Test 4 on the DVD is an extra test that can be used for further discussion purposes. However, a commentary is not provided to accompany this test.

Self-assessment comment sheet for activity 3

Candidate:

PART 1
Personal information
Interaction task
ASSESSMENT
Language **Mark:**
Communication **Mark:**
PART 2
Presentation
ASSESSMENT
Language **Mark:**
Communication **Mark:**

6: Making the link with teacher assessment speaking tasks

Teacher assessment and external assessment

The teacher assessment speaking tasks are separately targeted at grades 1, 2 and 3 in contrast to the external assessment speaking tests which test across the three grades of the stage. When the required number of teacher assessment tasks has been completed, a Grade Award can be signed and presented by an Accredited Teacher. This is not a nationally recognised qualification but can have a very good motivational effect as it rewards the small steps of progress made at grade level. The two different types of assessment complement each other but are completely separate. You can choose to do just external assessment, just teacher assessment or both.

How are teacher assessment tasks marked?

The tasks in teacher assessment consist of a Teacher's Notes page and a Learner's Page. If you are not familiar with the teacher assessment tasks, an example of a Teacher's Notes page and a Learner's Page taken from speaking tasks at Grade 2 in the Teacher Assessment Pack at Breakthrough Stage is given in the appendix on pages 24-25. These pages are in English. In the actual Teacher Assessment Pack the parts that are shaded are all in the target language or are culturally relevant (e.g. visual resources).

Each Teacher's Notes page gives clear indications of what the learner has to do to achieve the task. For Grades 2 and 3 marking notes and assessment criteria are given. As for external assessment two criteria are used: communication and language. Communication refers to the learner's ability to complete the tasks and how successful he/she is at conveying the required information. Language refers to the range of vocabulary and sentence structures and the grammatical accuracy that the learner demonstrates. Absolute accuracy is not expected.

However, the assessment criteria in the teacher assessment tasks are different to those used for external assessment as they are only assessing at one grade, not across the whole stage. They are adapted for each task to make it easier to apply them to the task in question. Up to 3 marks can be awarded for each criterion, giving a total of up to 6 marks for each task.

If you are using the teacher assessment speaking tasks you may find the 'Tips for conducting a speaking test' on page 9 useful and relevant. Although not a requirement for teacher assessment, it can also be very beneficial to carry out internal standardisation in your centre. The process is explained on pages 10-11.

7. Applying for Accredited Teacher status

Becoming accredited

When students have successfully completed two speaking tasks at a particular grade from the Teacher Assessment Pack they have demonstrated that they have achieved the grade. Accredited Teachers may then sign and present a Grade Award to them. If you wish to become accredited you will need to complete the following assessment to show that you understand the standard expected in speaking at Breakthrough Stage. This is achieved by **assessing an external assessment speaking test** which tests across the whole stage using the speaking assessment criteria on page 7.

Activity 4:   Based on test 3

Purpose: This test is provided to assess those teachers who wish to become Accredited Teachers.

This test is labelled on the DVD as for accreditation purposes. **It is not necessary to complete this assessment exercise to carry out External Assessment Speaking Tests. Only those teachers applying for accreditation for teacher assessment will need to complete this exercise.**

1. Watch test 3.
2. Assess the candidate, using the assessment criteria on page 7.
3. On the accreditation sheet, write brief notes about the conduct of the test (e.g. candidate performance, timing, examiner performance) for each part.
4. Finally, explain each of the marks you have awarded using examples from the candidate's performance.
5. Return the accreditation sheet to OCR.

8. Further example

Activity 5:   Based on test 4

Purpose: To give you further practice in independently assessing a Breakthrough
             speaking test.

This test is an extra activity that you can use for training purposes in your centre to generate discussion about assessing performance in each of the criteria, examining technique, timing etc. You may like to discuss how the performance would relate to learners in your language.

APPENDIX

1. Breakthrough teacher assessment Grade 2 task A

2. Self-assessment commentary for activity 3

Teacher's Notes

"I can answer simple questions and give basic information."

Instructions	Learners work in pairs. Each learner has a form to complete about their partner. Learners ask each other questions in German to fill in their form. The teacher then asks each learner four questions in German about the information on the form. When answering, learners must not use their notes.
Possible questions	Wie heißt er/sie? Wie alt ist er/sie? Wohin fährt er/sie in den Ferien? Was isst er/sie gern?
Marking notes	Each learner is assessed individually. The task is assessed on the basis of both communication (up to 3 marks) and language (up to 3 marks). Please do not use half marks.

COMMUNICATION	LANGUAGE
• there are 4 answers • the language produced is easily understood	• language produced is generally accurate, although there may be some inaccuracies, e.g. wrong gender, wrong verb ending
• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark	• if the above is fully achieved: 3 marks • if the above is partially achieved: 2 marks • if the above is minimally achieved: 1 mark

Pass	4 out of 6 (communication + language)

Adapting the task	The teacher can adapt the task by changing the topic, e.g. a house, a town, or a pet, and adapt the questions accordingly.
Checklist	• There is a form with a title and four prompts in English. • Learners answer in the third person.

Learner's Page

Ask the person sitting next to you questions in German to fill in the form. Your teacher will then ask you four questions in German about the information on your form. You will answer in German **without your notes**.

The person sitting next to me
Name: …………………………………………………………….………………………….
Age: …………………………….……………………………………………………………
Holiday destination: ………………………………………….………………………….
Favourite food: ……………………………………………………………………………

Self-assessment commentary for activity 3

Candidate: Daniel

PART 1

Personal information

The candidate responds reasonably readily but briefly and with some linguistic confusion *'Bicyclette(n)'* … *'Computer'.* He understands and answers the question *Kannst du schwimmen?*, but this is of little value if not followed up.

Interaction task

The response to the first point about the cups is not intelligible; the key point in the second reply is appropriate '*kurze Hair'* (Engl. The examiner's questions produce one good response '*Das Wetter ist gut'* and then (on clock time) an initial *'neun'* followed by some 'contamination'.

The candidate's questions are correct, although identical, in structure '*Wo ist der Gato?'* (Spanish interference is a problem for this candidate) '*Wo ist der Fisch?'*

ASSESSMENT

Language

The candidate attempts some structures successfully and does not make major grammatical errors. However, the use of vocabulary from other languages has the effect of narrowing the range of German used.

Mark: 1.3

Communication

Some main points are communicated but other responses are brief. The use of other languages means that the attempt at German pronunciation, although made, does not aid the listener greatly in understanding what is being said.

Mark: 1.3

PART 2

Presentation

The main points of the presentation are obscured by the candidate's repeated use of the verb '*haben'* in place of *heißen'.* …. '*Ich habe Dan'. … 'Meine Mutter habe Nicky'…* etc. He manages some descriptions reasonably well and explains where he lives…' *ich wohne in(m) Dorf… einem(n) Bungalow (*Engl.) *mit einem Garten(?')*

ASSESSMENT
Language   There is an attempt to use various structures and the vocabulary range is reasonably appropriate, apart from the key verb '*haben'*, which is used incorrectly.   **Mark: 1.3**
Communication   A number of points are communicated and others become obvious to any listener eventually (family names). Some attempt at target language pronunciation is made and at one point '*y'* is corrected to '*und'.* Overall, however, the listener has to make some effort to understand the candidate.   **Mark: 2.1**