

OCR

Oxford Cambridge and RSA

15 March – 15 May 2016

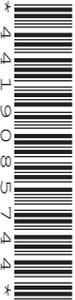
AS GCE GERMAN

F711 Speaking

TEACHER/EXAMINER BOOKLET

To be opened three working days before the first day of the speaking tests at the Centre

To be completed between 15 March and 15 May 2016



INSTRUCTIONS TO TEACHERS/EXAMINERS

- Material must **not** be removed from the centre.
- Three working days before the first day of the Speaking tests at the centre, the examinations officer should make available the confidential Teacher/examiner Booklet to the head of languages or appropriate specialist teacher.
- Teacher/examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/examiners must take great care to ensure that the confidential information in this Booklet does not reach any candidates directly or indirectly.

INFORMATION FOR TEACHERS/EXAMINERS

- There are two sections to this examination.
- A. Role-play (5–6 mins)
- B. Topic discussion (9–10 mins)
- Candidates may bring into the examination a maximum of **one side** of A4 notes.
- This document consists of **20** pages. Any blank pages are indicated.

RANDOMISATION SHEET

Candidates must be given the Role Play cards in the following sequence. Centres with more than 20 candidates should repeat the sequence.

Candidate	Card
1	A
2	A
3	C
4	C
5	B
6	B
7	D
8	D
9	B
10	B
11	C
12	C
13	D
14	D
15	A
16	A
17	D
18	C
19	A
20	B

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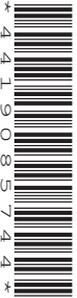
Oxford Cambridge and RSA

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AS GCE GERMAN

F711 Speaking

ROLE PLAY A



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INFORMATION FOR CANDIDATES

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- When the test begins you will be asked:
 - (i) to carry out the task described overleaf
 - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to Germany or a German-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A. Role-play (5–6 mins) [30 Marks]
- B. Topic discussion (9–10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of **one side** of A4 notes for the Topic discussion.

ROLE PLAY A – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s questions and comments.

Die Situation

Zur Zeit besuchen Sie Ihre Austauschfamilie in Deutschland. Sie sprechen mit dem Großvater/der Großmutter.

Die Aufgabe

Der Großvater/die Großmutter (der Prüfer/die Prüferin) und Sie besprechen das Thema Technologie. Sie haben einen Artikel über DAB Radios mitgebracht.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 was er/sie gern in seiner/ihrer Freizeit macht**
- 2 ob er/sie DAB Radios interessant findet**

Sie beschreiben DAB Radios. Mit Hilfe des Artikels erklären Sie:

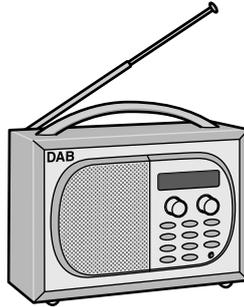
- was DAB ist
- die Vorteile
- die Sender
- wo man DAB Radios kaufen kann

Im Laufe des Gesprächs besprechen Sie auch:

- ob Sie gern Radio hören
- ob Radio besser als Fernsehen ist

DAB

(DIGITAL AUDIO BROADCASTING)



DAB is a fantastic audio technology. Most radio stations are now digital, and listening is a really enjoyable experience because DAB is super clear. Buying a DAB radio is a one-off cost: you don't have to pay to listen to your favourite music.

ADVANTAGES

- Excellent reception – much better than Granny's old radio!
- Choose a programme according to content (rock, pop, comedy etc.)
- Find your favourites by name
- Read radio text (such as song titles, news or traffic information)



STATIONS

You'll be able to find all the standard stations and many more: don't pay for that special football match, Formula 1 race or jazz concert – listen for free! New stations are being added all the time. You never know what you might discover!

WHERE TO BUY

Pop in to your nearest department store or specialist shop. Test a wide range of models and find the DAB radio that's best for you – your pocket and your lifestyle.

ROLE PLAY A – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role-play exercise. You should start the task as indicated, but the way in which the role develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate’s sheet. You are the grandfather/grandmother of the candidate’s exchange partner. He/she is visiting you in Germany. You are discussing the topic of technology with him/her.

Task

You begin the task as follows:

„Ich bin der Großvater/die Großmutter deines deutschen Austauschpartners/deiner deutschen Austauschpartnerin. Du besuchst uns zur Zeit hier in Deutschland. Wir besprechen das Thema Technologie. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 you’ve got lots of hobbies
- 2 you know very little about them. Ask the candidate to explain what they are.

During the discussion you comment and ask questions to find out the following information:

- **what DAB is**
(Is it expensive?)
- **the advantages**
(What sort of programmes can one get?)
- **the stations**
- **where to buy DAB radios**
(Why should one go there?)

During the conversation you will also discuss:

- **whether the candidate likes listening to the radio**
(What sort of programmes? How often? When?)
- **whether radio is better than TV**
(Why/why not? Does it depend on where you are?)

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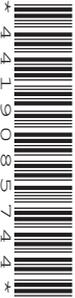
Oxford Cambridge and RSA

15 March – 15 May 2016

AS GCE GERMAN

F711 Speaking

ROLE PLAY B



- This Candidate's Sheet is to be handed to the candidate 20 minutes in advance.

INFORMATION FOR CANDIDATES

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- When the test begins you will be asked:
 - (i) to carry out the task described overleaf
 - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to Germany or a German-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A. Role-play (5–6 mins) [30 Marks]
- B. Topic discussion (9–10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of **one side** of A4 notes for the Topic discussion.

ROLE PLAY B – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s questions and comments.

Die Situation

Ein deutscher Lehrer/eine deutsche Lehrerin besucht zur Zeit Ihre Schule mit einer Austauschgruppe. Sie haben eine Broschüre über SciQuest.

Die Aufgabe

Der Lehrer/die Lehrerin (der Prüfer/die Prüferin) möchte einen Ausflug für die Gruppe organisieren.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 wann er/sie den Ausflug machen möchte**
- 2 was für einen Ausflug er/sie will**

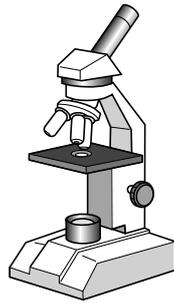
Sie schlagen SciQuest vor. Mit Hilfe der Broschüre erklären Sie:

- was SciQuest ist
- die Ziele
- die Methoden
- die Programme
- die Öffnungszeiten
- die Preise

Im Laufe des Gesprächs besprechen Sie auch:

- ob Sie auch gern an diesem Besuch teilnehmen möchten
- wie man am besten lernt

SciQuest



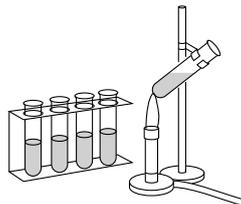
SciQuest is a visitor attraction for all ages. We offer a range of activities, suitable for primary and secondary pupils. Teachers can bring their classes to experience science in action.

OUR AIMS

- to open the door to the world of science
- to help young people understand more about this fascinating subject
- to show its importance in our everyday life.

WHAT WE DO

There is something for every child – lots of interactive experiments with help and advice from our experts. We believe learning by doing is better than just listening.



PROGRAMMES

There are endless possibilities. Visitors might, for example, choose:

- ❖ **Don't do this at home** – what you shouldn't do with household objects
- ❖ **The search for ET** – does life exist on other planets?



Open on school days: 09.30–16.30. Please allow at least two hours for your visit – maybe more!

Admission £5 per pupil. Group reductions. Accompanying teachers free.

ROLE PLAY B – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role play exercise. You should start the task as indicated, but the way in which the task develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate’s sheet. You are the German teacher in charge of an exchange group visiting the UK and you are talking to one of the English pupils. You want to organise an educational activity for your group. The pupil has brought a leaflet about SciQuest.

Task

You begin the task as follows:

„Ich bin der Lehrer/die Lehrerin von der deutschen Austauschgruppe. Ich möchte etwas Interessantes mit meiner Gruppe machen. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 In the next day or two
- 2 You want something to do with science. Ask the candidate for suggestions.

During the discussion you comment and ask questions to find out the following information:

- **what SciQuest is**
(Who is it for?)
- **the aims**
- **what SciQuest does**
(How do children learn?)
- **the programmes**
(Can the candidate explain the choices?)
- **opening times**
(How long might a visit take?)
- **prices**

During the conversation you will also discuss:

- **whether the candidate would like to come along as well**
(What would the candidate find most interesting?)
- **the best way to learn**
(Can the candidate give an example? Why was it successful?)

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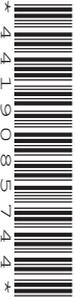
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ROLE PLAY C



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INFORMATION FOR CANDIDATES

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- When the test begins you will be asked:
 - (i) to carry out the task described overleaf
 - (ii) to discuss with the examiner the sub-topic which you have prepared. The topic must refer to Germany or a German-speaking country.
- You may **not** use a dictionary.

There are two sections to this examination:

- A. Role-play (5–6 mins) [30 Marks]
- B. Topic discussion (9–10 mins) [30 Marks]

- Candidates may bring into the examination a maximum of **one side** of A4 notes for the Topic discussion.

ROLE PLAY C – CANDIDATE’S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner’s questions and comments.

Die Situation

Zur Zeit besuchen Sie Ihre Austauschfamilie in Deutschland.

Die Aufgabe

Der Vater/die Mutter (der Prüfer/die Prüferin) interessiert sich für englische Traditionen. Sie haben eine Broschüre über Bonfire Night mitgebracht.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 ob der Vater/die Mutter England schon besucht hat**
- 2 wann er/sie einen Besuch plant**

Sie schlagen Bonfire Night vor. Mit Hilfe der Broschüre erklären Sie:

- was Bonfire Night ist
- die Guy Fawkes Tradition
- Feuerwerk-Partys früher
- Feuerwerk-Partys jetzt

Im Laufe des Gesprächs besprechen Sie auch:

- ob Sie persönlich Bonfire Night feiern
- welche Tradition für Sie am wichtigsten ist

BONFIRE NIGHT



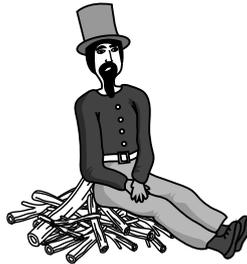
Bonfire Night is celebrated every year on the 5th November.

It's a special evening for young and old
with big fires, fireworks and plenty of food and drink.

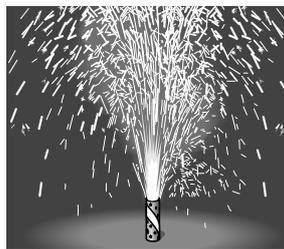
It's a typically English tradition and lots of fun.

THE GUY FAWKES TRADITION

This began after 1605, when Guy Fawkes and twelve other young men tried to destroy Parliament in London. They were unsuccessful.



Since that time, the English have burnt a figure of Guy Fawkes every year. This unusual tradition still exists today and children often make their own Guy Fawkes dressed in old clothes.



FIREWORK PARTIES

In the 20th century many families had parties in their gardens. However, there were often accidents as fires and fireworks are dangerous, especially for children.

Now, there are many organised events with magnificent fireworks, often in parks. Many people travel a long way to see the show and pay an entrance fee which is used for good causes.

ROLE PLAY C – EXAMINER’S SHEET

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Situation

As on the candidate’s sheet. You are the father/mother of the candidate’s exchange partner. He/she is visiting you in Germany. You are interested in English traditions. He/she has brought a brochure about Bonfire Night.

Task

You begin the task as follows:

„Ich bin der Vater/die Mutter deines deutschen Austauschpartners/deiner deutschen Austauschpartnerin. Du besuchst uns zur Zeit hier in Deutschland. Ich interessiere mich für englische Traditionen. Du hast eine Broschüre über Bonfire Night mitgebracht. Ich glaube, du hast ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 yes, you’ve been several times and you want to come again soon
- 2 you don’t know exactly, probably early November. Ask the candidate if anything special happens around that time.

During the discussion you comment and ask questions to find out the following information:

- **what Bonfire Night is**
(What happens?)
- **the Guy Fawkes tradition**
(Who did what when? What happens today?)
- **Firework parties in the past**
(Where did they take place? What was the problem?)
- **Firework parties now**
(How are they different?)

During the conversation you will also discuss:

- **whether the candidate celebrates Bonfire Night**
(How? Where? Why (not)?)
- **which tradition is the most important for the candidate**
(Why? What happens?)

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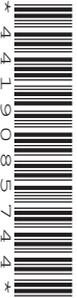
Oxford Cambridge and RSA

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AS GCE GERMAN

F711 Speaking

ROLE PLAY D



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- A. Role-play (5–6 mins) [30 Marks]
- B. Topic discussion (9–10 mins) [30 Marks]

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ROLE PLAY D – CANDIDATE'S SHEET

Note to the candidate: You should begin by asking the two questions. The task can then be completed in the order you prefer. You should base your replies on the English text, but sometimes you will need to use your imagination and initiative to react to the examiner's questions and comments.

Die Situation

Sie arbeiten in der lokalen Touristen-Information.

Die Aufgabe

Sie sprechen mit einem deutschen Touristen/einer deutschen Touristin. Der Tourist/die Touristin (der Prüfer/die Prüferin) möchte Informationen.

Zuerst müssen Sie folgende Informationen herausfinden:

- 1 wie lange er/sie in der Gegend bleiben wird**
- 2 was er/sie besonders sehen will**

Sie schlagen E-Bikes vor. Mit Hilfe des Prospekts erklären Sie:

- was E-Bikes sind
- ihre Geschichte
- die Vorteile
- Schnellweg E-Bikes

Im Laufe des Gesprächs besprechen Sie auch:

- ob E-Bikes eine gute Idee sind
- das beste Transportmittel, wenn man auf Urlaub ist

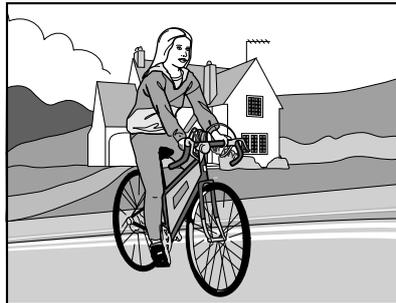
E-BIKES



These are bicycles with an electric motor. They use batteries and can travel up to 25 kilometres per hour. They are becoming more popular as an alternative to traditional bicycles.

BACKGROUND

The idea is not exactly new: the first one was seen in the USA in 1895! But the number of e-bikes has risen, especially in the last 15 years. Nowadays, China is the world's biggest producer and many are manufactured in Germany as well.



ADVANTAGES

- Environmentally friendly and no parking problems
- A cheap and healthy means of transport
- If there are hills you don't have to do all the work
- Great for getting to your workplace and for leisure

Why not hire one of our superb Schnellweg e-bikes? Try one for a day or even a week. All models are under a year old and in excellent condition. You'll soon discover they're practical, light, comfortable and great fun to ride.

ROLE PLAY D – EXAMINER’S SHEET

Note to examiner: Below is a guide to the conduct of your part of the role play exercise. You should start the task as indicated, but the way in which the task develops will, of course, vary from candidate to candidate. You should not feel constrained to follow the order shown below if this is not appropriate. The items printed in bold which relate to the completion of the task must be explored for each candidate. Where there are other suggestions in brackets these may help to develop the main points.

Situation

As on the candidate’s sheet. You are a German visitor in the Tourist Office where the candidate works.

Task

You begin the task as follows:

„Ich bin ein deutscher Tourist/eine deutsche Touristin. Du arbeitest in der Touristen-Information. Ich möchte Informationen über die Gegend hier haben. Ich glaube, Sie haben ein paar Fragen an mich.“

In response to the candidate’s questions you answer:

- 1 a whole week
- 2 you want to see what you can in the area, but you haven’t got a car. Ask the candidate for suggestions as to how to get about.

During the discussion you comment and ask questions to find out the following information:

- **what e-bikes are**
(What can they do? Are they a normal means of transport?)
- **their history**
(How old is this concept? Who makes them?)
- **advantages**
(What does the brochure mention?)
- **Schnellweg e-bikes**
(Does one have to buy one? How good are they?)

During the conversation you will also discuss:

- **whether e-bikes are a good idea**
(For every situation? What about disadvantages?)
- **the best means of transport, when one is on holiday**
(What does the candidate suggest? Why?)

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