



Pearson

Edexcel GCSE (9-1) in German

Conducting the Speaking exam

16OAL12



Welcome to these training materials. Please use them as follows:

- Read through the PowerPoint presentation.
- Where instructed, listen to the relevant audio file. Instructions to listen to an audio file will always appear in **bold**.
- You should use the mark schemes in the Sample Assessment Materials (SAMs) to mark each exemplar – we will give you the relevant page references.
- Then, when you have reached the end of the PowerPoint presentation, you should download the file called 'GCSE_German_transcripts, marks and examiner commentaries.pdf' from the same page of the website from which you accessed this walkthrough.



Aims and Objectives

Delegates will:

- review the speaking requirements in the new 2016 German specification
- explore the role of the exam-teacher in conducting the speaking assessment
- understand the must and must nots when conducting speaking assessments
- discuss ways to encourage spontaneous speaking within the oral
- listen to exemplars to understand good practice
- explore the full range of Edexcel support available

Session Agenda

Format and timings of the speaking assessment

Preparation and notes

Role play

Picture-based task

Conversation

Support

Speaking

Convey information and narrate events coherently & confidently, using & adapting language for different purposes.

Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate

Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present & future events

Make creative & more complex use of the language, as appropriate, to express & justify their own thoughts & points of view

These are the Department for Education criteria for MFL speaking.

Format and timings

All Speaking tests are now marked externally by Edexcel examiners	
Foundation	Higher
7 - 9 minutes + 12 minutes preparation time 70 marks	10 - 12 minutes + 12 minutes preparation time 70 marks
Role Play: 1 - 1½ minutes 10 marks	Role Play : 2 - 2½ minutes 10 marks
Picture-based task: 2½ - 3 minutes Communication & Content: 16 marks Linguistic knowledge & accuracy: 8 marks	Picture-based task: 3 - 3½ minutes Communication & Content: 16 marks Linguistic knowledge & accuracy: 8 marks
Conversation: 3½ - 4½ minutes Communication & Content: 12 marks Interaction & Spontaneity: 12 marks Linguistic knowledge and accuracy: 12 marks	Conversation: 5 - 6 minutes Communication & Content: 12 marks Interaction & Spontaneity: 12 marks Linguistic knowledge and accuracy: 12 marks

This slide shows the format and timings of the exam.

The specification states that: *Students are assessed on the quality of responses rather than length of assessment; however, assessment times are different to reflect the demands of each tier.* So, students will not be penalised in Tasks 1 and 2 if the actual timing falls short of timings given in the specification / Sample Assessment Materials (SAMs). Their responses will be assessed against the criteria for the respective task.

However, the specification states that the conversation should last 50% of the allocated overall time allocation for the speaking assessment. If the length is not within the broad guidance of the specification, then this will be self-penalising. This is because students may not have the opportunity to demonstrate all the content requirements of the assessment criteria in a reduced time, e.g. past, present and future tenses/time frames, use a wide range of complex vocabulary and structures, use language creatively, give and justify opinions, demonstrate extended stretches of speech, etc. The assessment criteria for the conversation detail what candidates need to demonstrate in the

conversation section and will be covered in that section of the event.

Themes

1. Identity and Culture
2. Local Area, Holiday and Travel
3. School
4. Future Aspirations, Study and Work
5. International and Global Dimension

- Role play scenarios:
based on any of the topics from Themes 1 - 4 only
- Picture-based task:
based on any of the topics from Themes 1 - 5
- Conversation:
based on any two Themes

This shows the relationship between the themes and the speaking exam. Note that the role play will only ever be based on Themes 1 to 4 whereas the picture-based task can be based on any of the five themes.

Preparation time and notes

Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the Role play and the Picture-based task.

The preparation time must be

- immediately before the examination time.
- used only to study the stimuli provided.
- not be used to prepare for the conversation (Task 3).

No access to dictionaries or other resources.

Candidates

- can make notes of up to a max of one side of A4 paper to cover both Tasks 1 and 2.
- may refer to their notes during Task 1 and Task 2 only.
- must not read out whole, prepared sentences in answer to questions.

Candidates hand in notes and stimulus cards after completing Task 2 but before starting Task 3.

Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

You should discourage your students from **reading out** pre-prepared sentences. That does not mean however that they may not write them down during the preparation time. One would quite reasonably expect the students to write out what they want to say, to expand the bullet points and then to practise and get the feel of it all, etc. during their preparation time. But they may not recite it off the page during the actual assessment.

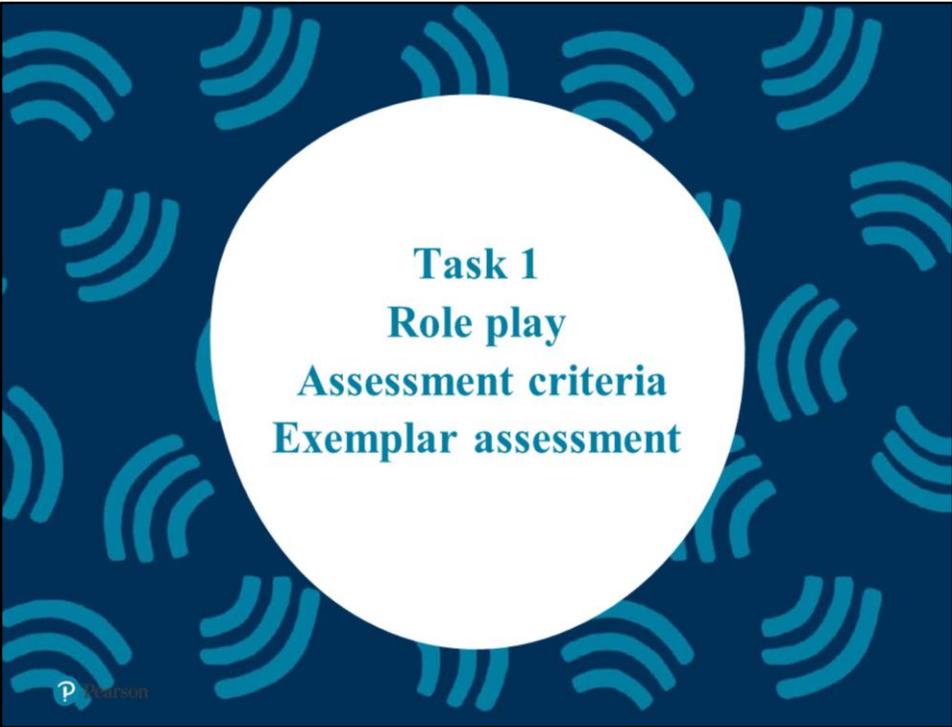
The Teacher - Examiner

Teacher - Examiners must

- conduct the tasks in the following order:
 1. role play
 2. picture-based task
 3. conversation.
- use the Sequencing grid provided by Pearson for the allocation of the
 - role-play stimulus card
 - picture-based stimulus card
 - the second theme for the conversation.

This Sequencing grid has been designed to help ensure each candidate covers a broad range of themes from the specification.

Some useful information about conducting the speaking exam.



Task 1
Role play
Assessment criteria
Exemplar assessment

Role play

Pearson will set and provide ten different sets of role plays for each tier.

Each role play consists of two cards – one for the teacher and one for the candidate.

The **teacher cards** contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher who then asks the first question.

The purpose of the role play is to

- assess communication through understanding and responding,
- including the ability to ask questions and use the correct register.

The role play assesses the candidate's ability to

- ask questions
- answer questions
- select the correct register (formal or informal)

Role play: Teacher-Examiner

Teacher-Examiners must

- ask the set questions and statements as presented.

Teacher-Examiners must not

- re-phrase the set questions and statements.
- ask any supplementary questions.

Teacher-Examiners may

- repeat the set questions and statements but no more than twice.

Teacher-Examiners must

- follow sequencing grid provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation.

Here are some dos and don'ts for the teacher-examiner in the role play.

There is more information about the sequencing grid later on in the walkthrough.

Foundation role play

5 bullet points eliciting 5 utterances from the candidate.

1 bullet point marked ? requires the candidate to ask a question

1 bullet point marked ! requires an answer to an unpredictable question

1 bullet point asks for an opinion/reason/description

2 bullet points straightforward, within the context of the role play

All bullet points can be addressed in the

- present tense
or
- a familiar conditional Tense
e.g. Ich möchte

No bullet point will require future tenses or time frames.

The candidate should use the correct register

This provides a useful summary of the Foundation Tier role play.

Now listen to the Foundation Tier role play ‘Foundation Role play’.

This candidate was given stimulus FR2. You will find the candidate stimulus card on pp45–46 and the corresponding teacher-examiner card on pp47–48 of the GCSE German SAMs.

Mark the candidate’s performance using the mark scheme on p122 of the GCSE German SAMs.

Higher role play

5 bullet points eliciting 5 utterances from the candidate.

2 bullet points marked ? require the candidate to ask questions

1 bullet point marked ! requires an answer to an unpredictable question

1 bullet point asks for an opinion/reason/description

2 bullet points straightforward, within the context of the role play

4 bullet points can be addressed in the

- present tense
or
- a familiar conditional Tense
e.g. Je Ich möchte

The candidate must respond to one question in the PAST

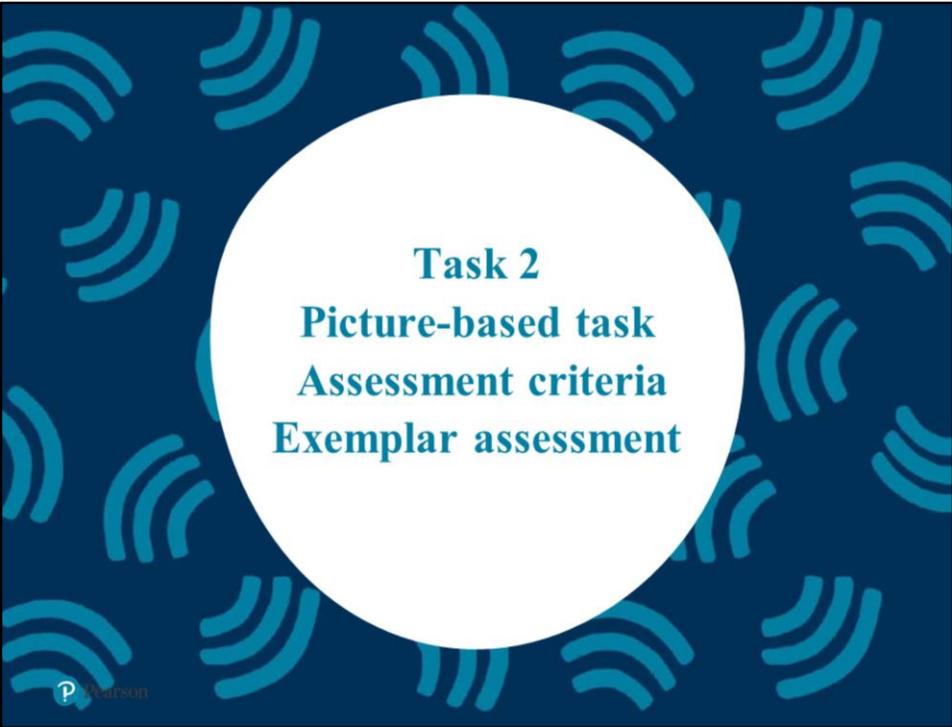
The candidate should use the correct register

This provides a useful summary of the Higher Tier role play.

Now listen to the Higher Tier role play ‘Higher Role play’.

This candidate was given stimulus HR8. You will find the candidate stimulus card on pp245–246 and the corresponding teacher-examiner card on pp247–248 of the GCSE German SAMs.

Mark the candidate’s performance using the mark scheme on p298 of the GCSE German SAMs.



Task 2
Picture-based task
Assessment criteria
Exemplar assessment

Picture-based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the candidate.

The **teacher cards** contain instructions on how to conduct this task and the exact questions to ask.

The purpose of the Picture-based task is to assess communication through

- exchanging opinions
- providing descriptions
- narrating events

The candidate must be allowed to develop his/her responses as well as s/he is able.

In order to enable each candidate to achieve this, prompts have been provided against each question.

Picture-based task: Teacher-Examiner

Teacher-Examiners must

- ask the 5 set questions as presented.

Teacher-Examiners must not

- re-phrase the set questions.
- deviate from the set prompts

Teacher-Examiners may

- repeat the set questions but no more than twice.

Teacher-Examiners must

- follow sequencing grid provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation.

Here are some dos and don'ts for the teacher-examiner in the picture-based task.

There is more information about the sequencing grid later on in the walkthrough.

Foundation Picture-based task

Candidate card

A picture and 5 bullet point prompts in German.

Bullet point 1 will always require candidate to describe the picture.

Bullet point 2 requires the candidate to exchange an opinion.

Bullet point 3 requires the candidate to narrate a past event based on the topic.

Bullet point 4 requires the candidate to speak about a future plan/experience.

Bullet point 5 requires the candidate to express an opinion on a more general aspect of the topic.

Teacher-Examiner card

A picture and 5 questions with set prompts in brackets.

Question 1: will always be *Beschreib mir das Foto* and the prompt is [*Noch etwas?*]

Question 2: TE gives an opinion on the topic of the picture and asks the candidate for his/her opinion.

Question 3: TE asks the candidate to narrate a past event based on the topic.

Question 4: TE asks the candidate about a future plan or experience based on the topic.

Question 5: TE asks a more open question inviting the candidate to give an personal response and an opinion.

This provides a useful summary of the Foundation Tier picture-based task.

Now listen to the Foundation Tier picture-based task 'Foundation Picture task'.

This candidate was given stimulus FP6. You will find the candidate stimulus card on pp101–102 and the corresponding teacher-examiner card on pp103–104 of the GCSE German SAMs.

Mark the candidate's performance using the mark scheme on pp126–128 of the GCSE German SAMs.

HigherPicture-based task

Candidate card

A picture and 5 bullet point prompts in German.

Bullet point 1 will always require candidate to describe the picture.

Bullet point 2 requires the candidate to exchange an opinion.

Bullet point 3 requires the candidate to narrate a past event based on the topic.

Bullet point 4 requires the candidate to speak about a future plan/experience.

Bullet point 5 requires the candidate to respond to an unexpected question and express an opinion on a more general aspect of the topic.

Teacher-Examiner card

A picture and 5 questions with set prompts in brackets.

Question 1: will always be *Beschreib mir das Foto* and the prompt is [*Noch etwas?*]

Question 2: TE gives an opinion on the topic of the picture and asks the candidate for his/her opinion.

Question 3: TE asks the candidate to narrate a past event based on the topic.

Question 4: TE asks the candidate about a future plan or experience based on the topic.

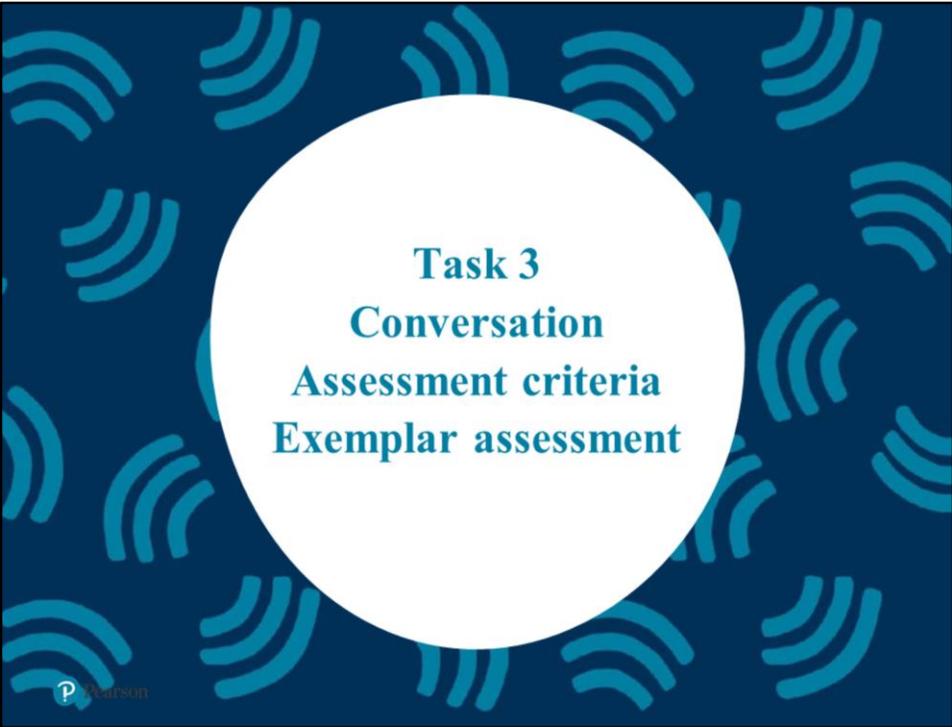
Question 5: is an unpredictable question - TE asks a more open question inviting the candidate to give a personal response and an opinion.

This provides a useful summary of the Higher Tier picture-based task.

Now listen to the Higher Tier picture-based task 'Higher Picture task'.

This candidate was given stimulus HP2. You will find the candidate stimulus card on pp261–262 and the corresponding teacher-examiner card on pp263–264 of the GCSE German SAMs.

Mark the candidate's performance using the mark scheme on pp302–303 of the GCSE German SAMs.



Task 3
Conversation
Assessment criteria
Exemplar assessment

Conversation

The conversation is in two parts, each covering a separate theme.
An equal amount of time must be allocated to each of the two themes.

Foundation whole conversation recommended time: 3½ - 4 ½ minutes

Higher whole conversation recommended time: 5 - 6 minutes

The purpose of the conversation task is to assess the candidate's ability to

- develop conversations and discussions
- give opinions.

Candidates must initiate the conversation.

Conversation: Teacher-Examiner

Teacher-Examiners must

- spend 50% of the overall guidance time given in the specification on this part of the speaking assessment i.e. **3½ - 4 ½ minutes** for Foundation and **5 – 6 minutes** for Higher
- ensure an equal amount of time is allocated to both parts of the conversation.

Teacher-Examiners' questions must allow candidates to

- answer questions freely (spontaneity & interaction)
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use wide range of tenses/time frames & structures (tenses: past/present/future)
- use a variety of structures and vocab

Here is some advice for the teacher-examiner. Note, in particular, the requirement to allocate the same amount of time to the two parts of the conversation.

The conversation is worth 50% of marks so 50% of the guidance time given in the specification should be on the conversation.

Foundation:

Conversation recommended to last between 3½–4½ minutes for 36 marks.

Higher:

Conversation recommended to last between 5–6 minutes for 36 marks.

If the conversations are short there are arguably limits to the students' opportunities to develop their response. This is inevitably reflected in the marks awarded - not because it is short in and of itself, but because it lacks the opportunity to be more varied, detailed, extended, wide ranging, etc. as per the requirements of the mark scheme.

Questioning from the teacher-examiner must allow candidates to:

- answer questions freely (spontaneity and interaction)
- produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- use wide range of tenses/time frames and structures (tenses: past/present/future)
- use a variety of structures and vocab

What are extended sequences of speech?

It is often better to explain what it is not: it is not a monologue which lasts for 1+ minute uninterrupted. It is an utterance which goes beyond the minimal response needed to address the question asked, e.g.

TE: What sports do you like?

Cand: I like swimming. I go swimming twice a week and I find it keeps me fit and healthy - I always feel cheery afterwards.

TE: Where do you go swimming?

Cand: We are very lucky as we have a great pool here in the town. It is quite expensive but I can buy a card to get 12 swims for the price of 10 and you can stay in the water for as long as you like.

What characterises good questioning?

Open and varied questioning at an appropriate level which will allow the candidate to fulfil the assessment criteria.

So this means few or no

- closed / restricted questions, e.g.
 - Yes/no: do you play rounders?
 - Times: what time does school start?
 - Numbers of any kind: How old are you?
 - Lists: what subjects do you do?
- repetitive questions, e.g.
 - Can you describe your mum?
 - Can you describe your brother?
- questions which are too difficult / easy for a candidate, e.g.
 - Foundation candidate: what would you do if you won the lottery?
 - Higher candidate: what do you wear for school?

This list is not exhaustive.

Conversation

Part 1

Candidates select one topic from one theme no later than 2 weeks before the assessment.

Candidates state their chosen aspect(s) from their nominated topic and talk about this aspect/these aspects for up to one minute.

The conversation continues on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Part 2

A **different** theme will be allocated by Pearson in the sequencing grid.

There is a choice of two themes for each candidate.

The conversation may focus on one or more topics from the selected theme if necessary.

This provides a useful summary of the conversation.

Conversation part 1 starts with the topic chosen by the student in advance of the assessment. The student may choose to focus on any aspect(s) of the topic as each topic has a number of different features. For example, the theme School and topic What school is like could focus solely on *rules and pressures* or could include *school types* and *rules and pressures*.

The teacher should allow the student to state his / her chosen aspect(s) from the nominated topic and to deliver a presentation on this aspect/these aspects for up to one minute. The teacher-examiner continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure the candidate uses the recommended time for this task most effectively.

Conversation part 2 is based on a different Theme from a choice of two allocated by Pearson and covers any of the topics across that single theme.

The sequencing grid has been designed to help ensure each candidate covers a broad range of themes from the specification. You will find the Foundation sequencing grid and guidance on how to use it on pages 37–39 of the SAMs, and the Higher sequencing grid and guidance on how to use it on pages 213–215 of the SAMs.

Now listen to the Foundation Tier conversation ‘Foundation Conversation’.

Mark the candidate’s performance using the mark scheme on pp129–133 of the GCSE German SAMs.

Now listen to the Higher Tier conversation ‘Higher Conversation’.

Mark the candidate’s performance using the mark scheme on pp304–308 of the GCSE German SAMs.

Spontaneous speaking

Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate.

What is spontaneous speaking in an assessment?

In assessment terms, spontaneous speaking is:

All language is pre learnt. In the same way that students learn chunks of info for other subjects, they learn chunks of language – but what we are aiming for is students/candidates who can draw on that pre learnt language and adapt it to respond to a question which they did not know they would be asked.

Spontaneous speaking in the assessment will lead to a conversation in which the candidate participates and actively contributes to the shaping of the course of that conversation – it is not a Q&A session where the question asked has nothing to do with the candidate's previous response. This latter happens typically when a teacher-examiner follows a set list of questions to each of which the candidate recites a monologue and then the TE moves on the next question irrespective of the answer given by the candidate to the previous question. This results in a disparate and disjointed exchange – not an interaction and not a spontaneous conversation.

In spontaneous speaking, the questions are tailored to the

candidate in terms of both level of questioning and content with the aim of allowing the candidate to achieve at his/her ceiling. Candidates develop their answers but do not recite pre-learnt monologues.

Reminders

1. Tasks 1 and 2

Teacher-Examiners must keep strictly to the script with no paraphrasing or additional material

2. Task 3 Conversation:

must be natural and spontaneous - not rehearsed.

Teacher-Examiners should

avoid slavishly following prepared questions
listen to what candidates are saying and
develop the conversation naturally.

3. Task 3 Conversation:

Keep to the recommended timings to allow
candidates access to the full range of
assessment criteria



Support documents

- Classroom talk strategies: Approaches to spontaneous speaking
- GCSE German – Useful speaking and writing structures
- Guide to conducting the speaking assessment
- GCSE German – Exemplar conversation questions

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

A speaking assessment guidance and FAQs document will be collated soon and will be available to download from the website in due course.

Support

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Sign up for Subject Advisor emails:

<https://qualifications.pearson.com/en/forms/subject-advisor-languages.html>

If you haven't already, you should sign up for Alistair Drewery's email updates as he will keep you up to date on training events and support materials.

Paid-For Published Resources

Stimmt! Edexcel GCSE (9-1) German

Series includes

- 2 Student Books (Higher or Foundation)
- 1 Grammar and Translation Workbook
- 1 Vocabulary Book
- 1 ActiveLearn Digital Service (Higher & Foundation) Front-of-Class Teaching Resources (including audio files* and video); Online Homework, Practice and Support; Teacher Planning materials* (schemes of work and lesson plans); and Progression and Assessment materials*.
- 2 ActiveBooks (Higher or Foundation)

ZigZag Education

- Language teaching resources
- GCSE All Boards (2016 specifications)
- GCSE Edexcel (2016 spec)

Please note that purchasing of paid for resources is not a requirement of delivering the German GCSE course

GCSE Reform – what's changing?

New GCSEs for 2015

- English Literature, English Language and Mathematics
 - First teaching - Sept 2015: First assessment summer 2017

New GCSEs for 2016

- Geography, History, Biology, Chemistry, Physics, Combined Science, Computer Science, German, German, Spanish, Art & Design, Citizenship Studies, Drama, Music, PE, Religious Studies, *Dance, Latin, Classical Greek, and Food and Nutrition*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2016: First assessment summer 2018

English subjects and Mathematics changed for first teaching in September 2015, with the first assessments in summer 2017.

The subjects which changed for 2016 are shown in the slide. Note that Edexcel does not offer all of these GCSEs – we do not offer those shown in italics. These subjects reformed for first teaching in 2016 will have their first assessments in summer 2018.

GCSE Reform – what's changing?

New GCSEs for 2017

- Business, Economics, Design & Technology, Statistics, Astronomy, Psychology, Urdu, Arabic, Japanese, Modern Greek, Italian, Chinese, Russian, PE short course, *Sociology, Geology, Classical Civilisation, Ancient History, Engineering, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2017 : First assessment summer 2019
 - New specifications on our website

Main changes

- New grade structure of 9 - 1 replacing current A* - G grades
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

The subjects changing for a 2017 start are shown on this slide. Edexcel does not offer all of these subjects – we do not offer those shown in italics. These subjects will have first teaching in September 2017, with first assessments in summer 2019.

A level Reform – what’s changing

New A levels and AS qualifications for 2015

- English Literature, English Language, English Language & Literature, Biology, Chemistry, Physics, History, Psychology, Art & Design, Business, Economics, Computer Science and *Sociology*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2015: First A level assessment summer 2017

New A levels and AS qualifications for 2016

- Geography, German, German, Spanish, Drama, Music, PE, Religious Studies, *Dance, and Classical Greek*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2016: First A level assessment summer 2018

The new A levels and AS qualifications for 2015 are:

- English Literature, English Language, English Language & Literature, Biology, Chemistry, Physics, History, Psychology, Art & Design, Business, Economics, Sociology and Computer Science
 - First teaching from September 2015
 - First AS assessment in summer 2016
 - First A level assessment in summer 2017

The new A levels and AS qualifications confirmed for 2016 are:

- Mathematics, Further Mathematics, Geography, Languages, Design & Technology, Drama, Dance, Music, PE and Religious Studies
 - First teaching from September 2016
 - First AS assessment in summer 2017
 - First A level assessment in summer 2018

A level Reform – what’s changing

New A levels and AS qualifications for 2017

- Mathematics, Further Mathematics, Design & Technology, Politics, Music Technology, Chinese, Italian Russian, *Statistics, Law, Accounting, History of Art, Ancient History, Philosophy, Environmental Science, Archeology, Geology, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2017 : First A level assessment summer 2019
 - New specifications now on our website

Main changes

- AS is a standalone qualification.
- AS work and grades no longer contributes to A level grade, but can be designed to be co-taught
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

Whilst the AS no longer contributes to the overall A level grade, the content of the AS, as far as possible, has been developed so that it can be delivered as the first year of the A level course, to allow co-teachability.

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

Grade boundaries:

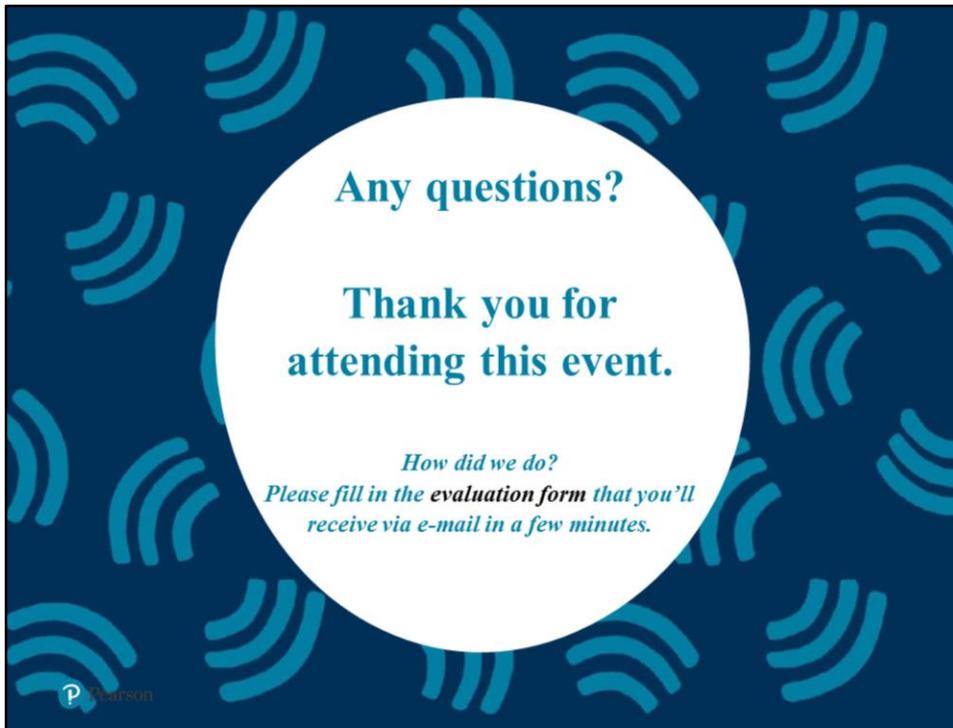
<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Examination results statistics:

<http://qualifications.pearson.com/content/demo/en/support/support-topics/results-certification/grade-statistics.html>

Results Plus:

<http://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



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There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>

ALWAYS LEARNING

