

Cambridge IGCSE™

GERMAN

0525/03

Paper 3 Speaking

For examination from 2028

SPECIMEN INSTRUCTIONS FOR TEACHERS/EXAMINERS

The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- This document contains the examiner's scripts for the Role plays and Topic conversations.
- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **German** and the candidates must respond in **German**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
 - Role play (approximately 2 minutes)
 - Topic conversation 1 (4 minutes)
 - Topic conversation 2 (4 minutes).

This document has **30** pages. Any blank pages are indicated.

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE German speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher(s)/examiner(s) conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE German.

To achieve this, it is important to:

- create a supportive atmosphere
- conduct the test in accordance with these instructions and the *Cambridge Handbook*
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests in full for **all** candidates.

Structure of the speaking test

The structure is as follows:

task	duration	task focus
preparation time	10 minutes	
greeting (non-assessed)	approximately 30 seconds	
role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
topic conversation 1	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
topic conversation 2	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice. These questions must be on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Resources required

You need:	Each candidate needs:
• this booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at www.cambridgeinternational.org/samples) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • additional paper and pens for the candidates during their preparation time • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully
- read the regulations in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role plays and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- make sure that the preparation room has paper and pens for candidates to use during their preparation time
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge IGCSE German speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at www.cambridgeinternational.org/samples

On the day of the speaking test

Before each candidate's test

You must:

- 1 make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete
- 2 select a candidate card using the randomisation instructions on pages 15–16
- 3 give the candidate card to the candidate in the preparation room
- 4 tell the candidate that they have 10 minutes to prepare
- 5 tell the candidate to write their name and candidate number on any notes
- 6 collect any notes that the candidate has made **before** the speaking test starts. The candidate must **not** have access to them during the speaking test. The notes must be retained by the teacher/examiner and then stored securely at the centre until after certificates have been issued
- 7 find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- 8 enter the candidate's number, their name, the candidate card number and topic conversation numbers on the working mark sheet.

During each candidate's test

- 9 If the candidate has made any notes on an additional piece of paper, they must give these to the teacher/examiner before the speaking test starts. The candidate must **not** have access to them during the speaking test.
- 10 You must only conduct each test **once**.
- 11 At the start of the test, press 'record' on the recording equipment.
- 12 **Once the recording has started, you must not stop or pause the recording at any point during the test.**
- 13 Say your name, the candidate's number, the candidate's name, the candidate card number and the date. For example:

 'Teacher/examiner name: *Joe Bloggs*
 Candidate number: *0031*
 Candidate name: *Anita Cheng*
 Candidate card number: *3*
 Date: *[the date on which the test is conducted]*'
- 14 Start the timer or look at a clock to note the start time of the test. You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.

From this point onwards, all parts of the test must be conducted in German.

Role play

- 15 Greet the candidate using the prompts provided. This is **not** assessed.
- 16 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet (except for when selecting a gender for the examiner role).
- 17 Ask the first role play question **exactly as it is printed**. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
 Note: you **can** repeat any role play question **once** if the candidate did not hear, has not understood, or has given an ambiguous response. However, you **must not** rephrase any questions, use extension questions, or ask questions of your own during the role play. If the candidate still cannot answer the question after you have repeated it, move on to the next task.
- 18 Listen to the candidate's answer. Remember that brief answers, as long as they complete the task fully, can be awarded two marks.
- 19 Assess the candidate's answer using the role play mark scheme and enter the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

- 20 Repeat the process described above in points 17–19 for each role play question, until you have asked **all** of the role play questions.
- 21 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

Topic conversation 1

- 22 Go to the correct topic conversation in this instruction booklet as per the randomisation grid on pages 15–16.
- 23 Say to the candidate in German: 'First we are going to talk about [name of the first topic]'.
- 24 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a **[PAUSE]** in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 25 Listen carefully to and acknowledge the candidate's answer to each question.
- 26 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

There are definitions of alternative, extension and further questions in the glossary on page 10.

Topic conversation 2

- 27 Go to the correct topic conversation in this instructions booklet as per the randomisation grid on pages 15–16.
- 28 Say to the candidate in German: 'Now we are going to talk about [name of the second topic]'.
- 29 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. When there is a [PAUSE] in the script, let the candidate answer first and then ask the second question provided after the pause unless the candidate has already clearly addressed the second question in their answer to the first question. In this instance, you do not need to ask the second question as it could be confusing for the candidate.
- 30 Listen carefully to and acknowledge the candidate's answer to each question.
- 31 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about ...', 'What else can you tell me about ...?', 'Is there anything else you want to say about ...?'.

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

There are definitions of alternative, extension and further questions in the glossary on page 10.

- 32 When **both** topic conversations have been completed, award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the tables in the mark scheme.
- 33 Enter the mark for Communication and the mark for Quality of Language on the working mark sheet.

After each candidate's speaking test

- 34 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.
- 35 Make sure that you have completed all parts of the working mark sheet for the candidate.
- 36 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.
- 37 You must keep any additional pieces of paper with candidate notes on. They must have the candidate's name and number on them. The notes must be kept securely until after certificates have been issued.

After completing all of the speaking tests at the centre

- Store any candidate notes securely and destroy only when certificates have been issued.
- Add up the marks for each candidate on the working mark sheet (WMS) and enter the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge IGCSE German speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**
- You must write the internally moderated marks for all candidates on the working mark sheet(s) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**
- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**
- Each recorded file in the sample must be clearly named using the correct naming convention provided in the *Submit for Assessment Admin Guide*. This can be found on the samples database at **www.cambridgeinternational.org/samples**

Glossary

In certain cases, you may need to use alternative, extension and further questions.

Using alternative questions

An **alternative question** tests the same task and language area as the first version of the question set by Cambridge in Questions 3–5 of a topic conversation. The language of an alternative question is easier than the first set question and has been set by Cambridge to make the question more accessible. The aim of an alternative question is to give candidates more support in understanding the set task, if required, and to enable them to access the available marks.

The topic conversations each have five set questions. You must read these exactly as printed. In the interest of fairness to all candidates, you must **not** paraphrase the set questions in your own words as this changes the nature and difficulty of the set task. You should read the first set question in Questions 3–5 and, if the candidate does not understand or gives an ambiguous response, the first set question should be repeated. If the candidate still cannot answer, you should then use the alternative question and repeat it once if necessary. You must not go straight to the alternative question before reading the first set question. If you need to use the alternative question, do not tell the candidate you are using the alternative question as this can be confusing for them. Do not use the alternative questions on a topic as extension questions.

Using extension questions

Extension questions may be asked during a topic conversation when candidates answer too briefly and it is clear that they might not be saying enough to fill the time of 4 minutes for a topic. The aim of an extension question is to invite candidates to say more, develop their answers and work for the available marks during the 4 minutes. This is especially important during Questions 3–5 on the topics.

The extension question must be worded carefully so that the teacher/examiner does not give or suggest vocabulary, structures or ideas to the candidate. You should use neutral wordings in the language being tested, such as:

‘Tell me more about ...’

‘What else can you tell me about ...?’

‘Is there anything else you want to say about ...?’

Extension questions can be asked on both the first and second topics.

Using further questions

Up to two **further questions** of your choice may be asked at the end of the five set questions on a topic conversation if timings are shorter than 3½ minutes to make sure the conversation lasts 4 minutes. The two questions must be on the same topic as the one being tested. Do not ask more than two further questions even if timings are short.

You should carefully consider the ability of the candidate and differentiate the difficulty of further questions accordingly. Further questions such as ‘Where did you go on holiday last year?’ may be suitable for weaker candidates but do not offer the possibility of development to more able candidates. In such a case, a more open question such as ‘What did you enjoy doing last year on holiday?’ would be more suitable and would give them the chance to say more. In your preparation time before the tests, you should familiarise yourself with the scripts and think of possible questions which you could use on each of the set topics for the session. Your further questions should not duplicate the content of the five Cambridge set questions. Do not use the alternative questions on a topic as your

own further questions on the same topic as this can lead to repetition of material. Try to vary further questions between candidates according to their individual ability.

Mark schemes

The marks for each part of the test are shown below.

part of test	marks available	maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 together	15 marks for Communication	15
Topic conversations 1 and 2 together	15 marks for Quality of Language	15
TOTAL MARK		40

Marking should be positive and reward achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- Brief answers, if appropriate and which complete the task(s) fully, can be awarded two marks.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

marks	descriptor
2	• The information is fully communicated. • Language is appropriate to the situation. • If a verb is used, the time frame is clear and appropriate. • Minor errors (such as adjective endings and use of prepositions) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

marks	descriptor	
13–15	Very good	• Responds confidently to questions; may require repetition of occasional words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	Good	• Responds well to questions; may require occasional repetition of questions and/or occasional use of the alternative questions provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons and explanations for some answers.
7–9	Satisfactory	• Responds satisfactorily to questions; requires repetition of some questions and/or use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	Weak	• Responds with difficulty; requires repetition of many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	Poor	• Frequently has difficulty understanding the questions, despite repetition, and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Note 'structures listed in the syllabus' includes the use of verbs.

marks	descriptor	
13–15	Very good	- Consistently accurate use of a wide range of the structures listed in the syllabus, with occasional errors in more complex language. - Accurate use of a wide range of vocabulary with occasional errors. - Very good pronunciation, fluency, intonation and expression; occasional errors or hesitation.
10–12	Good	- Good use of a range of the structures listed in the syllabus, with some errors. - Good use of a range of vocabulary with some errors. - Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	- Satisfactory use of some of the structures listed in the syllabus, with frequent errors. - Satisfactory use of vocabulary with frequent errors. - Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	- Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. - Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	- Very limited range of structures and vocabulary, almost always inaccurate. - Poor pronunciation, rarely comprehensible; many serious errors.
0		No creditable response.

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[illegible]

Randomisation instructions

Each candidate must be allocated one of six candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.
- If you are conducting tests on more than one day, you should continue the sequence as shown in the table. For example, if you conduct 20 tests on the first day, you should start the second day from row 21 of the table.

Allocate cards and topics to candidates in sequence, as follows:

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 1	1	topic 2	topic 4
candidate 2	2	topic 3	topic 5
candidate 3	3	topic 2	topic 6
candidate 4	4	topic 1	topic 5
candidate 5	5	topic 1	topic 6
candidate 6	6	topic 3	topic 4
candidate 7	1	topic 3	topic 6
candidate 8	2	topic 1	topic 6
candidate 9	3	topic 2	topic 5
candidate 10	4	topic 3	topic 4
candidate 11	5	topic 2	topic 5
candidate 12	6	topic 1	topic 4
candidate 13	1	topic 1	topic 4
candidate 14	2	topic 2	topic 5
candidate 15	3	topic 3	topic 6
candidate 16	4	topic 2	topic 5
candidate 17	5	topic 1	topic 4
candidate 18	6	topic 3	topic 6
candidate 19	1	topic 3	topic 4
candidate 20	2	topic 2	topic 6
candidate 21	3	topic 3	topic 5
candidate 22	4	topic 2	topic 4

order of candidates	candidate card	topic conversation 1	topic conversation 2
candidate 23	5	topic 1	topic 5
candidate 24	6	topic 1	topic 6
candidate 25	1	topic 2	topic 6
candidate 26	2	topic 1	topic 5
candidate 27	3	topic 3	topic 4
candidate 28	4	topic 1	topic 4
candidate 29	5	topic 2	topic 6
candidate 30	6	topic 3	topic 5
<i>start again at row 1 (as used for candidate 1)</i>			

Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Ihr deutscher Freund / Ihre deutsche Freundin
Szenario	Sagen Sie: Sie planen einen Ausflug in den Zoo. Ich bin Ihr deutscher Freund / Ihre deutsche Freundin.
Fragen	Stellen Sie die folgenden Fragen:
1	Um wie viel Uhr öffnet der Zoo heute? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Und wie kommen wir am besten zum Zoo? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Wir könnten ein Picknick mitnehmen. Was möchtest du essen und trinken? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Als du zum letzten Mal im Zoo warst, was hast du da gesehen? [PAUSE] Und was hast du da gemacht? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Was wollen wir nach dem Zoobesuch machen? [PAUSE] Und danach? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Der Trainer / Die Trainerin in einem Fitnessstudio
Szenario	Sagen Sie: Sie sind im Fitnessstudio. Der Trainer / Die Trainerin stellt Ihnen Fragen. Ich bin der Trainer / die Trainerin.
Fragen	Stellen Sie die folgenden Fragen:
1	Wie viele Stunden schläfst du normalerweise pro Nacht? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Und wenn du nachmittags Hunger hast, was isst du dann? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Was ist deine Lieblingssportart in der Schule? [PAUSE] Warum? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Wann warst du zuletzt sportlich aktiv? [PAUSE] Was hast du gemacht? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Und was willst du in Zukunft für deine Fitness tun? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Ein Angestellter / Eine Angestellte in der Touristeninformation
Szenario	Sagen Sie: Sie sind in der Touristeninformation in Berlin. Ich bin der Angestellte / die Angestellte und arbeite in der Touristeninformation.
Fragen	Stellen Sie die folgenden Fragen:
1	Hallo! Sie möchten also eine Stadttour machen. Wann genau wollen Sie diese Tour machen? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Und in welcher Sprache möchten Sie die Tour buchen? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Wofür interessieren Sie sich? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Was haben Sie denn gestern hier gemacht? [PAUSE] Wie war das? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Und was möchten Sie nach der Tour machen? [PAUSE] Und welche anderen Pläne haben Sie noch? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Ihr Freund / Ihre Freundin
Szenario	Sagen Sie: Sie sind in Deutschland und wollen mit Ihrem deutschen Freund / Ihrer deutschen Freundin zum Essen ausgehen. Ich bin der Freund / die Freundin.
Fragen	Stellen Sie die folgenden Fragen:
1	In was für einem Restaurant möchtest du essen? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Um wie viel Uhr wollen wir essen gehen? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Als du das letzte Mal in einem Restaurant warst, was hast du da gegessen und getrunken? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Gehst du gern in Restaurants essen? [PAUSE] Warum (nicht)? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Am Samstag hast du Geburtstag. Was werden wir dann machen? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Ein anderer Passagier / Eine andere Passagierin im Zug
Szenario	Sagen Sie: Sie sind in Deutschland und sitzen in einem Zug nach Hamburg. Im Zug sprechen Sie mit einem anderen Passagier / einer anderen Passagierin. Ich bin der andere Passagier / die andere Passagierin.
Fragen	Stellen Sie die folgenden Fragen:
1	Entschuldigen Sie bitte, wann kommt der Zug in Hamburg an? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Warum fahren Sie nach Hamburg? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Und wenn Sie in Hamburg ankommen, was werden Sie zuerst machen? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Ich fahre sehr gerne mit dem Zug. Und Sie? [PAUSE] Und warum (nicht)? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Welche lange Reise mit dem Zug haben Sie denn schon gemacht? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	Say: Your name, e.g. Joe Bloggs The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Begrüßung (wird nicht benotet)	Sagen Sie: Hallo / Guten Morgen / Guten Tag. Wie geht es Ihnen? Ist alles in Ordnung? Wir können jetzt mit dem Test beginnen.

Rollenspiel	
Kandidat(in): Lehrer(in):	Sie selbst Ein Freund / Eine Freundin
Szenario	Sagen Sie: Sie möchten mit einem Freund / einer Freundin einen Freizeitpark in Österreich besuchen. Ich bin der Freund / die Freundin.
Fragen	Stellen Sie die folgenden Fragen:
1	Wie möchtest du heute zum Freizeitpark fahren? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
2	Und wann sollen wir fahren? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
3	Was sollen wir mitnehmen? [PAUSE] Warum? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
4	Was hast du bis jetzt in Österreich schon alles gemacht? <i>Reagieren Sie auf die Antwort und dann fragen Sie:</i>
5	Morgen wird das Wetter nicht so gut sein. Was sollten wir also morgen machen? <i>Äußern Sie sich dazu und beenden Sie das Gespräch.</i>

Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Kleidung	
Fragen	Stellen Sie die folgenden Fragen:
1	Was trägst du normalerweise in der Schule?
2	Was für Kleidung trägst du am liebsten in deiner Freizeit?
3	Erzähl mir von deinem letzten Einkaufsbummel. Welche Klamotten hast du dir gekauft? Alternative Fragen (wenn nötig): Welche Kleidung hast du in letzter Zeit gekauft? [PAUSE] Wo war das?
4	Wenn du älter bist, wird es für dich wichtig sein, modische Kleidung zu kaufen? [PAUSE] Warum (nicht)? Alternative Fragen (wenn nötig): Wirst du in Zukunft modische Kleidung haben? [PAUSE] Warum (nicht)?
5	Was sind, deiner Meinung nach, die Vor- und Nachteile einer Schuluniform? Alternative Fragen (wenn nötig): Was ist gut und schlecht an einer Schuluniform?

Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Selbst, Familie und Freunde	
Fragen	Stellen Sie die folgenden Fragen:
1	Beschreibe deine Familie.
2	Was machst du mit deiner Familie normalerweise am Abend?
3	Erzähl mir von einem schönen Wochenende, das du mit deiner Familie oder mit Freunden verbracht hast. Alternative Fragen (wenn nötig): Was hast du letztes Wochenende mit deiner Familie oder mit deinen Freunden gemacht?
4	Denkst du, dass es wichtig ist, gute Freunde zu haben? [PAUSE] Warum (nicht)? Alternative Fragen (wenn nötig): Ist es gut, Freunde zu haben? [PAUSE] Warum (nicht)?
5	Wie wirst du in der Zukunft mit deinen Schulkameraden in Kontakt bleiben? Alternative Fragen (wenn nötig): Was wirst du in der Zukunft machen, um mit deinen Schulfreunden in Kontakt zu bleiben?

Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Essen und Trinken	
Fragen	Stellen Sie die folgenden Fragen:
1	Wer kocht denn normalerweise in deiner Familie?
2	Und welches Essen magst du zu Hause besonders gern?
3	Was könnte deine Familie machen, um gesünder zu essen? Alternative Fragen (wenn nötig): Findest du das Essen bei dir zu Hause gesund? [PAUSE] Warum (nicht)?
4	Erzähl mir etwas über das letzte Mal, als du zum Essen ausgegangen bist. Wohin bist du gegangen und mit wem? Alternative Fragen (wenn nötig): Was hast du gestern Abend gegessen und getrunken? [PAUSE] Wo hast du gegessen? [PAUSE] Mit wem?
5	Erzähl mir, was es auf deiner nächsten Geburtstagsparty zu essen und zu trinken geben wird. Alternative Fragen (wenn nötig): Was wirst du auf deiner nächsten Party essen und trinken?

Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Reisen und Verkehrsmittel	
Fragen	Stellen Sie die folgenden Fragen:
1	Wie kommst du jeden Morgen zur Schule?
2	Was kannst du jeden Tag auf deinem Weg zur Schule sehen?
3	Was sind die Nachteile, wenn man weit weg von der Schule wohnt? Alternative Fragen (wenn nötig): Ist es besser, wenn man direkt in der Nähe der Schule wohnt? [PAUSE] Warum (nicht)?
4	Erzähl mir von einer langen Reise, die du gemacht hast. Wohin bist du gefahren und womit? Alternative Fragen (wenn nötig): Wohin bist du in den letzten Ferien gefahren? [PAUSE] Bist du mit dem Bus gefahren? [PAUSE] Was hast du dort gemacht?
5	Wird es in der Zukunft für dich wichtig sein, ein Auto zu haben? [PAUSE] Warum (nicht)? Alternative Fragen (wenn nötig): Möchtest du in Zukunft ein Auto haben? [PAUSE] Warum (nicht)?

Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Erziehung und Ausbildung	
Fragen	Stellen Sie die folgenden Fragen:
1	Welches Fach magst du in der Schule am liebsten?
2	Wie lange machst du an Schultagen normalerweise Hausaufgaben?
3	Erzähl mir, was du gestern in einer Pause gemacht hast. Alternative Fragen (wenn nötig): Was hast du gestern in der Pause gemacht?
4	Wie wird sich dein Leben nächstes Jahr ändern? Alternative Fragen (wenn nötig): Was wirst du nächstes Jahr machen? [PAUSE] Warum?
5	Wie wichtig ist es, deiner Meinung nach, eine gute Ausbildung zu haben? Alternative Fragen (wenn nötig): Ist es wichtig, in eine gute Schule zu gehen? [PAUSE] Warum (nicht)?

Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question once	Ask the next question	
3, 4 and 5	Repeat the question once	Ask the alternative question(s) provided (and repeat it once if necessary)	Ask the next question
- If necessary, encourage a fuller response by asking an extension question, e.g. <i>Erzähl mir bitte etwas mehr.</i> <i>Kannst du noch mehr darüber sagen?</i> - If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you must ask up to two further questions of your choice. These questions must be on the same topic as the other questions to make sure that the conversation lasts 4 minutes.			

Thema: Kommunikation und Technik	
Fragen	Stellen Sie die folgenden Fragen:
1	Welche moderne Technik benutzt du in deinem täglichen Leben?
2	Wie viele Stunden pro Tag verbringst du online?
3	Erzähl mir, wie du das Internet zuletzt für deine Schularbeiten benutzt hast. Alternative Fragen (wenn nötig): Wie hast du im Internet Schularbeiten gemacht?
4	Wie wird moderne Technik die Schule der Zukunft beeinflussen? Alternative Fragen (wenn nötig): Welche Rolle wird moderne Technik in Zukunft in der Schule spielen?
5	Was sind die Vor- und Nachteile von sozialen Netzwerken? Alternative Fragen (wenn nötig): Sind soziale Netzwerke gut oder schlecht? [PAUSE] Warum?

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