



Controlled Assessment

GCSE German

This booklet will help with your preparations for your controlled assessments. It provides the instructions from the exam board, mock speaking and writing assessments, grammar help, useful vocabulary and checklists for peer and self assessment.

Name:

2009-2011

Student Guide to Controlled Assessment - Tasks

Unit 3 – Speaking

The Speaking unit is worth 30% of the qualification as a whole. There are 30 marks available per task, making a total of 60 marks. Each task should last between four and six minutes.

You will complete two Controlled Assessment tasks.

- Both tasks will be in the form of a dialogue.
- Foundation and Higher students will complete the same tasks.
- Your teacher will set the tasks, mark the tasks and submit them to AQA for moderation.
- You must not submit the same task for Speaking and Writing.

Stage One

- This stage is when you are learning all the vocabulary and structures for a particular topic.
- During this stage you will not know what the exact task will be, but can use reference materials and resources of all kinds including course books, dictionaries and Internet resources to start preparing the task.
- At this stage your teacher can give help.

Stage Two

- This stage begins when you are given the task and may last for a maximum of six hours.
- Your teacher will discuss the task with you and can explain the sort of language you might use and how you can use your notes from stage one.
- You are allowed to have access to reference materials including dictionaries, course books and Internet resources.
- This research can be carried out outside the classroom as homework.
- During the six hours you should make a plan of what you want to say during the task and your teacher will give feedback on your plan. You will then have time to amend the plan.
- The plan should be prepared using AQA's Task Planning Form. It would be better to complete the plan in German but it can be in English or a mixture of both languages. The plan must be in the form of bullet points (with no conjugated verbs, full sentences or codes), no more than 40 words for each task and/or unlimited drawings and diagrams.
- Your teacher can comment on the plan using the section on the planning form.
- Your teacher is not allowed to provide any other support.

Stage Three

- This stage is when you produce the final version as a dialogue with your teacher.
- Each task should last between four and six minutes.
- You are not allowed to have access to a dictionary or any other resource except your Task Planning Form and the task itself.
- Your teacher is not allowed to help you at this stage.
- Your teacher might ask you follow-up questions to develop your answers
- But the highest marks will be awarded to you if you can give a full answer without the follow-up questions.
- There is one unpredictable element which you must try to answer.
- You cannot re-do a speaking assessment unless you are re-sitting the whole unit.

Unit 4 – Writing

The Writing unit is worth 30% of the qualification. There are 30 marks per task, making a total of 60 marks. You will complete two Controlled Assessment tasks.

- Students aiming at grades G-D should produce 200-350 words across the two tasks
- Students aiming at grades C-A* should produce 400-600 words across the two tasks
- Higher and Foundation students will do the same tasks.
- The tasks will be marked by AQA.
- You must complete all work independently.
- You will have access to dictionaries while writing up your final version in exam conditions.

Stage One

- This stage is when you are learning all the vocabulary and structures for a particular topic.
- During this stage you will not know what the exact task will be, but can use reference materials and resources of all kinds including course books, dictionaries and Internet resources to start preparing the task.
- At this stage your teacher can give help.

Stage Two

- This stage begins when you are given the task and may last for a maximum of six hours.
- Your teacher will discuss the task with you and can explain the sort of language you might use, how you can use your notes from stage one and how you can exploit the stimulus.
- You are allowed to have access to reference materials including dictionaries, course books and Internet resources. You must be careful to make sure there is no plagiarism.
- This research can be carried out outside the classroom as homework.
- During the six hours you should make a plan of what you want to say during the task and your teacher will give feedback on your plan. You will then have time to amend the plan.
- The plan should be prepared using AQA's Task Planning Form. It would be better to complete the plan in German but it can be in English or a mixture of both languages. The plan must be in the form of bullet points (with no conjugated verbs, full sentences or codes), no more than 40 words for each task and/or unlimited drawings and diagrams.
- Your teacher can comment on the plan using the section on the planning form.
- Your teacher is not allowed to provide any other support.

Stage Three

- This stage is when you produce the final version.
- You must complete this in exam conditions and are not allowed to interact with your teacher or other students. This will last 60 minutes.
- You are allowed to have your Task Planning Form with my feedback and should have access to a dictionary.
- You do not need to include an introduction, conclusion etc but do need to order your ideas logically.

Student Guide to Controlled Assessment - Marking

Unit 3 – Speaking

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Communication

9–10	Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.
7–8	A good amount of information and points of view are conveyed and regularly developed.
5–6	A reasonable amount of information and points of view are conveyed and sometimes developed.
3–4	Some simple information and opinions are conveyed. Few, if any, responses are developed.
1–2	Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed.

Range and Accuracy of Language

9–10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.
7–8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5–6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3–4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1–2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of

Pronunciation and Intonation

5	Consistently good accent and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Interaction and Fluency

5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

Student Guide to Controlled Assessment - Marking

Unit 4 – Writing

	Marks
Content	15
Range of Language	10
Accuracy of Language	5
TOTAL	30

Content

13-15	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1– 3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	No relevant information conveyed.

Range of Language

9–10	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7–8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5–6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3–4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1–2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced is worthy of credit.

Accuracy

5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced is worthy of credit.

Mock Speaking Assessment Tasks

1) Gesund leben

You are talking to your German friend Sabine about your lifestyle. She wants to know:

- If you are in good health
- If you eat healthily
- If you exercise regularly
- If you have a stressful lifestyle
- If you smoke
- If you drink alcohol
- !

2) Im Urlaub

You are on holiday in Germany. You have agreed to take part in a survey about holidays. Your teacher will play the part of the person carrying out the survey and will ask you the following:

- Personal details
- Details about your accommodation
- Why you chose the area
- What you did yesterday
- What you have planned for today
- Where you intend to holiday next year
- !

3) Bei mir zu Hause

You are talking to your German friend about your house and your town. Your teacher will play the part of your friend and will ask you:

- Where you live and what your house is like
- Who lives in your house
- What your room is like
- About meal times
- What you do to help around the house
- What your local town is like
- !

4) Am Arbeitsplatz

You are talking to your German friend Miriam about part-time jobs, work experience, future careers and your free time. Your teacher will play the part of your friend and will ask you:

- What part-time job you do and when
- Further details about your part-time job
- Details about your work experience
- The possibilities for when you leave school
- What career you envisage for yourself
- What you do with your leisure time
- !

Speaking Peer Assessment (Mock speaking 1)

Ask your partner the questions and listen to their answers.

Time them to ensure it's a maximum of 6 min long and a minimum of 4 minutes.

Tick off each question when you are happy it has been answered.

1. Listen and tick improvements your partner needs to make below:

- Make sure what you say **fits the title**
- Add some **more ideas**
- Make sure you've **covered everything**
- Try **not to use the same words** too often
- Add **more detail** to your descriptions/accounts
- Include **more personal opinions**
- Give some **reasons** for your opinions
- Use some **longer sentences**
- Use some **linking words**

2. Listen again and try to offer other suggestions:

- Check your **pronunciation**
- Check the **word order**
- Check that you have used the right choice of **vocabulary**
- Check that your nouns are the right **gender** (m/f)
- Check that you have the right **person** of the **verbs**
- Check that you have the right **tense** of the **verbs**
- Check that you have the right **endings** of the **verbs**
- Check that your **adjectives agree** (m/f/sing/pl)

3. Using the grids earlier in the booklet, mark your partner:

	Marks
Communication	/10
Range and Accuracy of Language	/10
Pronunciation and Intonation	/5
Interaction and Fluency	/5
TOTAL	/30

Speaking Peer Assessment (Mock speaking 2)

Ask your partner the questions and listen to their answers.

Time them to ensure it's a maximum of 6 min long and a minimum of 4 minutes.

Tick off each question when you are happy it has been answered.

1. Listen and tick improvements your partner needs to make below:

- Make sure what you say **fits the title**
- Add some **more ideas**
- Make sure you've **covered everything**
- Try **not to use the same words** too often
- Add **more detail** to your descriptions/accounts
- Include **more personal opinions**
- Give some **reasons** for your opinions
- Use some **longer sentences**
- Use some **linking words**

2. Listen again and try to offer other suggestions:

- Check your **pronunciation**
- Check the **word order**
- Check that you have used the right choice of **vocabulary**
- Check that your nouns are the right **gender** (m/f)
- Check that you have the right **person** of the **verbs**
- Check that you have the right **tense** of the **verbs**
- Check that you have the right **endings** of the **verbs**
- Check that your **adjectives agree** (m/f/sing/pl)

3. Using the grids earlier in the booklet, mark your partner:

	Marks
Communication	/10
Range and Accuracy of Language	/10
Pronunciation and Intonation	/5
Interaction and Fluency	/5
TOTAL	/30

Mock Writing Assessment Tasks

1) Familie und Freunde – zu Hause

You are writing to your German friend about relationships with family and friends and also about your choices for the future. You could include:

- How you get on with your family
- Details of the person you get on with best
- What you like to do with that person
- What happened last time you went out as a family
- Details about your friends
- Where you intend to live in the future
- What you plan to do when you leave home

2) Meine Freizeit

You are writing an e-mail to your German friend who has asked you:

- What you do in your free time when you stay in
- What you do when you go out
- How much money you receive and from whom
- How you like spending your money
- If you have a mobile phone
- If you are interested in fashion
- If you are sporty

3) Unsere Umwelt

Your German friend has been asked to participate in a debate on the environment at school. He is keen to have an international perspective and he has asked you:

- What your local town is like
- If there are any environmental problems
- What you think the solutions to those environmental problems are
- What you can do that makes environmental problems worse
- What are the main problems of the environment in today's world
- What we as individuals can do about it
- If we should stop going on holiday by plane

4) Meine Schule

Your German friend has asked you to write an article in German for her school magazine about school life in Great Britain. You could include:

- The facilities in your school
- Your school routine
- Your subjects and your teachers
- Your friends
- Extra-curricular activities
- Your school uniform
- Your ambitions for the future

Writing Self Assessment

Use the following check list to make sure your first draft of your controlled assessment is as good as you can possibly make it. Tick off the statements that you have fulfilled, then go through and improve it so that you can tick off all the statements:

	Mock 1	Mock 2	Task 1	Task 2
I have written about everything I included in my plan				
I have written at least 150 words (at least 3 decent paragraphs)				
I have organised my work, using paragraphs, so it is easy for the marker to read				
I have used the present tense				
I have used a past tense				
I have used a future tense				
I have included at least 5 adjectives (also comparatives/superlatives if you can)				
I have included descriptions				
I have given my opinions, e.g. meiner Meinung nach, ich denke /ich glaube				
I have used linking words, e.g. und, aber, des Weiteren				
I have given my preferences e.g. ich mag gerne, ich mag nicht				
I have given reasons e.g. weil				
I have tried to use sophisticated language and expressions				
I have used a variety of vocabulary, e.g. synonyms				
I have used a variety of structures (not too repetitive)				
Spellings: Check any words in the dictionary you are unsure how to spell				
Umlaut: e.g. spät, zwölf, Tür – check any words in dictionary you are unsure about				
Adjectives: correct ending, gender? plural? is it irregular –e.g. schöner/schöne?				
Verbs – Present – correct ending? e.g. ich gehe / du gehst, is it irregular ?				
Verbs – Perfect tense – auxiliary – sein or haben verb ? if haben does the past participle agree ? haben verbs have a * in the dictionary.				
Verbs – Perfect tense - Past participle – er verbs – é, ir – l, re – u – correct ending? irregular past participle? check in verb table in dictionary.				
Verbs – Future – gehen + infinitive, correct part of gehen, e.g. ich werde gehen/ ihr werdet gehen				

A* Phrases for Controlled Conditions Assessments

Opinion phrases!!!

- Ich finde...schrecklich
- Ich mag sehr gerne
- Ich finde das toll, weil es großartig ist !
- Ich finde das schrecklich, weil ich es nicht mag !
- Ich hoffe (weiterzumachen / zu gehen)
- Ich bin in der Lage.../ ich kann.../ Ich werde in der Lage sein

Triple verb phrases!!!

- In der Schule werde ich hoffentlich meine Deutschkenntnisse verbessern können.
- Ich hoffe, dass ich in der Zukunft dazu in der Lage bin durch meine Arbeit viel zu reisen.
- Ich hoffe, dass wir in der Zukunft dazu in der Lage sein werden die Umwelt noch besser zu schützen.

Extended phrases!!!

- **Bevor** ich in die Schule gehe, würde ich gerne...
- ... weiterhin lernen, damit ich mein Deutsch verbessere.
- ... um die Welt resien, um die unterschiedlichen Kulturen kennenzulernen.
- **Ich habe schon immer davon geträumt** in Australien zu arbeiten.
- **Ich habe schon immer davon geträumt** den Armen in Afrika zu helfen.

Other tenses!!!

The Present infinitive:

- Nach der Schule würde ich gerne ...
- Nachdem wir Berlin besucht haben, sind wir an die Küste gefahren.
- Nachdem wir zurück nach Hause kamen, bin ich sofort ins Bett gegangen.

The Pluperfect:

- Ich bin ins Kino gegangen, um « Sin City » zu sehen, aber ich war spät dran / zu spät und der Film hatte schon angefangen.
- Ich wollte meinen Vater besuchen, um « Auf Wiedersehen » zu sagen, aber er war schon in den Urlaub gefahren.

The Subjunctive:

- Ich muss meinen Großvater jeden Samstag besuchen.
- Ich bezweifel, dass ich weiterhin zur Schule gehen kann, wenn ich nicht genug gute Noten bekomme.
- Meine Eltern sagen mir, dass ich meine Hausaufgaben jeden Abend machen muss.

