

## Guidelines for marking of (Optional) School-based Oral Test in German at

### JUNIOR CERTIFICATE EXAMINATION

The following test-format and marking-scheme are offered to teachers by way of suggestion.

If choosing another format and/or marking-scheme, details must be submitted to the State Examinations Commission in accordance with the regulations laid down.

#### 1. Broad division of marks: (Total: 80 marks)

(a) General questions (6)	-	37½% (30 marks)
(b) Role-plays (2)	-	62½% (50 marks)

#### Breakdown and calculation of marks:

(a) General questions (6)	-	(6x 4 marks) = 24 marks x 1¼
(b) Role-plays (2)	-	(2x [5x 4 marks]) = 40 marks x 1¼

It is suggested that the answer to each general question, and each candidate–exchange in the role-plays be marked on a scale of **0 – 4**, as in the detailed indications in the marking-scheme below.

A **coefficient of 1¼** (= 1.25) should be applied to determine the total out of 80 marks.

#### 2. General Criteria for marking individual sections of test:

In the case of each communicative task (i.e. general question, role-play or other task chosen), the main criterion should be whether the task is in fact accomplished, i.e. whether the pupil would have **made himself/herself understood** in a German context.

The candidate who carries out the wrong task or carries it out so badly that a German native would not be likely to understand must be awarded less than 40% of the marks for that task (i.e. on a scale of 0-4, only 0 and 1 would be available).

Conversely, the candidate who carries out the right task and does so in a manner comprehensible to a German native despite a number of mistakes in pronunciation, vocabulary, structures, etc., must be awarded at least half marks (i.e. 2, and possibly 3 are available).

Correctness of pronunciation, vocabulary and structures would be required for full marks, although it should be noted that a completely adequate utterance may, at times, be very short, even consisting of one or two words, but ‘Ja’ or ‘Nein’ would not be adequate.

3. The 80 marks awarded for the oral account for 20% of the whole Junior Certificate German examination. In the case of candidates who are not presented for an oral test, 320 marks = 100%.
4. The following marking-grid is offered for the guidance of teacher-examiners:-

**6 General Questions**

Utterance:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

0	1	2	3	4

Total = \_\_\_\_\_

**Role-play No. 1**

Utterance:

- 1.
- 2.
- 3.
- 4.
- 5.

0	1	2	3	4

Total = \_\_\_\_\_

**Role-play No. 2**

Utterance:

- 1.
- 2.
- 3.
- 4.
- 5.

0	1	2	3	4

Total = \_\_\_\_\_

**Sum** of three totals = \_\_\_\_\_

x 1.25

Overall mark out of 80 = (**Sum** x 1.25) = \_\_\_\_\_

### Criteria for marking:

- 4:** Question immediately understood, candidate replies with very little hesitation. Full unambiguous undistorted communication, appropriately formulated.
- 3:** Message back quickly with some distortions in structure (i.e. endings not quite correct, minor word-order mistakes).
- 2:** Part of the message is lacking (i.e. sentence left unfinished, or pronunciation badly distorted) or message clear, but serious deficiencies in grammar (including wrong tense) or mistakes made but corrected on a retake.
- 1:** Very little of the message gets across, very hesitant and incomplete answer, but question obviously understood.
- 0:** Question not understood – silence – gibberish – question misunderstood, so grammatical but inappropriate reply.

### Examples:

- 4:** [*Spielst du ein Instrument?*] - Ich spiele Klavier.  
[*Wie lange lernst du schon Deutsch?*] - Ich lerne seit zweieinhalb Jahren Deutsch.
- 3:** [*Wie lange lernst du schon Deutsch?*] - Ich lerne Deutsch seit einundhalb Jahre.  
[*Warum ist Freitag dein Lieblingstag?*] - Weil es kommt am Wochenende.  
[*Spielst du ein Instrument?*] - Ich spiele das Klavier.
- 2:** [*Spielst du ein Instrument?*] - Ich spiele ein Klavier.  
[*Wie kommst du zur Schule?*] - Mit mein Vater zur Auto.  
[*Was hast du gestern Abend gemacht?*] - Gestern Abend ich sebe fern und das ist alles.  
or: Ich hase mein Buch . . . . . gelesen.
- 1:** [*Wie war das Konzert?*] - Es war in . . . . . (place) .  
[*Was lernst du in der Schule?*] - Ich lerne or ich lernen.
- 0:** [*Welcher ist dein Lieblingstag?*] - Deutsch ist meine Lieblingsfach.  
[*Wohin möchtest du fahren?*] - Nächstes Jahr.  
[*Was hast du letzten Samstag gemacht?*] - Ich weiß nicht. Manchmal gehe ich nach die

## General Questions : Suggestions

Every effort should be made to encourage candidates and boost their morale. For the more able students, one or two questions requiring an answer in a past tense should be included.

Two “pre-test” questions are suggested, which should not be marked, followed by six other “general questions”. Teachers are encouraged to choose questions that **follow-on and develop** a topic.

Questions should not be phrased so as to attract the answer “Ja” or “Nein”, and where one of these is given, a second, follow-up question seeking further information should be put before marking that particular task.

**Pre-test:** \* Greeting: (Guten Tag! and/or Wie geht's?)

\* Wie heißt du / Wie ist dein Name?

- Wie alt bist du? / Wann hast du Geburtstag?
- Wo wohnst du?
- Hast du Geschwister?  
(possible follow-on: Wer (von euch) macht das Frühstück?)
- Wie lange lernst du schon Deutsch?
- Was machst du in deiner Freizeit? / Was machst du gern? / Was machst du in (+ location)  
(possible follow-on: Mit wem?)
- Was für Fächer lernst du in der Schule?
- Was ist dein Lieblingsfach?
- Hast du ein }  
- Welcher ist dein Lieblingstag, und warum?
- Hast du einen Job?
- Was für Sport treibst du?
- Wie kommst du zur Schule?
- Magst du Musik?  
(possible follow-on: Was für Musik)
- Warst du schon mal im Ausland?
- Hattest du schon mal einen Unfall?  
(possible follow-on: Was ist passiert?)
- Bist du schon mal krank gewesen?
- Was hast du letzten Samstag gemacht?

## **Role plays: Some examples for Guidance**

### **1. Where the candidate initiates conversation:** (the examiner should respond very simply)

(a) You have just found a table and sat down in a German Gaststätte.

Your teacher is the waiter/waitress.

- (i) Call the waiter/waitress over
- (ii) Ask for the menu
- (iii) Order something
- (iv) Call the waiter/waitress again so you can pay
- (v) Ask how much you owe.

(b) At the news-agent's in Germany. Your teacher is the news-agent. You are a tourist, can speak some German, and may become a customer.

- (i) Say hello and ask if he/she has foreign newspapers
- (ii) Ask the price of the postcards
- (iii) Ask if he/she also sells stamps
- (iv) Ask if he/she can tell you where the nearest post-office is
- (v) Thank him/her and say goodbye.

(c) You feel like having an ice-cream and go into a German Eisdiele. Your teacher plays the role of the shop assistant. In German,

- (i) Attract the shop assistant's attention
- (ii) Ask for an ice-cream
- (iii) Say what flavour you would like to have
- (iv) Ask how much it costs
- (v) Pay, say thank you and goodbye.

(d) You are in a railway-station in Southern Germany, about to make a train-journey.

You go to the ticket-office. Your teacher plays the role of the ticket-clerk. In German,

- (i) Ask for a return ticket to Bremen
- (ii) Ask what time the next train to Bremen leaves at
- (iii) Ask what platform it leaves from
- (iv) Ask if you have to change trains
- (v) Repeat and check the information and say thank you.

## 2. Where the examiner / teacher initiates conversation

The candidate should be given a card with instructions in English. Teachers may rephrase the cards but it is recommended to keep to a pre-determined outline for their exchanges.

### (e) Pupil-card:

You have just arrived in Germany. Your penpal meets you on arrival and asks you some questions. Your teacher plays the role of the pen-friend. Answer his/her questions.

### (e) Teacher's questions:

- (i) Na, hallo, wie geht's?
- (ii) Wie ist das Wetter jetzt in Irland?
- (iii) Wie lange warst du unterwegs?
- (iv) Was möchtest du lieber, etwas essen oder etwas von der Stadt sehen?
- (v) Was für Gepäck hast du?

### (f) Pupil-card:

You are supposed to meet a friend at 7.30. The friend arrives late. Your teacher plays the role of the friend. Answer his/her questions.

### (f) Teachers questions:

- (i) (Es tut mir furchtbar leid) Wartest du schon lange?
- (ii) Wo gehen wir heute Abend hin?
- (iii) Ich habe keine Lust. Hast du eine bessere Idee?
- (iv) (*React appropriately:*)  
Um wieviel Uhr beginnt denn das?  
Was kostet denn das? etc.
- (v) Wie spät ist es jetzt?

**(g) Pupil-card:**

You are on holiday in a German-speaking country. Your hotel room has been burgled. Your teacher plays the role of a policeman/policewoman investigating the burglary. Answer his/her questions.

**(g) Teacher's questions:**

- (i) Was fehlt? / Was wurde gestohlen?
- (ii) Wo war das? / Wo stand das? / Wo lag das?
- (iii) Either: Wann hast du ----- vermisst?  
or: Wann warst du zuletzt in Zimmer?
- (iv) *(depending on what the stolen article is:-)*  
  
Wievell war --- wert? or  
  
Wievell Geld ----- ? or  
  
Welche Farbe ----- ? or  
  
Kannst du --- beschreiben?
- (v) Wie lange bleibst du noch hier?

**(h) Pupil-card**

A German tourist stops you in O'Connell Street, having lost his/her bearings. Find out where he/she is staying, then direct him/her to go straight on; say that the hotel is on his/her right beside the cinema.

Your teacher plays the role of the tourist.

**(h) Teacher's part**

- (i) Entschuldigung bitte, sprichst du Deutsch?
- (ii) Ich hab' mich verlaufen und kann mein Hotel nicht finden.  
Kannst du mir den Weg zeigen?
- (iii) Mein Hotel heißt das "Gresham Hotel"
- (iv) Also vielen Dank!
- (v)

Note: Four exchanges allowed for here (one would expect some reply to (iv): the directions can be marked as two answers, since they are quite long and detailed.