



Cambridge International AS Level

GERMAN LANGUAGE

8027/04

Paper 4 Speaking

October/November 2025

INSTRUCTIONS FOR TEACHERS/EXAMINERS

Approximately 16 minutes



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

INSTRUCTIONS

- 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

- Each candidate's speaking test must include:
 - Greeting (up to 30 seconds)
 - Presentation (2 minutes) and follow-up discussion (4–5 minutes)
 - Conversation task card (9 minutes, including the 5 minutes of preparation time).

This document has **28** 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 International AS Level German Language speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge International AS Level German Language.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all the instructions
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Greeting (non-assessed)	approximately 30 seconds	The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease.
Presentation and follow-up discussion	Presentation (2 minutes) and follow-up discussion (4–5 minutes)	The candidate presents a topic of their choice. This is followed by a discussion on the topic of the Presentation.
Conversation task card preparation	5 minutes	The candidate is given a Conversation task card. They have five minutes to prepare. The preparation must take place in the examination room.
Conversation task card	4 minutes	The candidate participates in a conversation with the teacher/examiner based on the scenario provided in the Conversation task card.

Resources required

You need:	Each candidate needs:
<ul style="list-style-type: none"> • this instruction 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 • a quiet room for conducting and recording the speaking test. 	<ul style="list-style-type: none"> • one Conversation task card • a blank piece of paper and pen to write notes for the Conversation task card part of the test. <p>Optional</p> <ul style="list-style-type: none"> • Candidates may bring a 'cue card' to help with their Presentation.

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 guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests (www.cambridgeinternational.org/eoguide).
- prepare a list of each candidate's presentation topic to ensure it does not overlap with the topic of the randomised Conversation task card.
- study the candidate prompts for the Conversation task cards and the suggested example questions for your part of the conversation. You may wish to prepare additional questions to help maintain the conversation.
- make sure that there is a quiet room available for the candidates to take the test.
- check that the recording equipment is working properly.
- 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 Conversation task cards with candidates before their test.

Note: We recommend that one examiner conducts and assesses the speaking tests at your centre for up to 30 candidates. If you are entering more than 30 candidates and need to use more than one examiner, 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:

- select a Conversation task card using the Randomisation instructions on page 17.
- find the correct Conversation task card in this instruction booklet for the candidate you are about to examine. Please ensure that the candidate's presentation topic is different from the topic in the Conversation task card. If the Presentation and the Conversation task card overlap in content move to the next Conversation task card in the randomisation table.
- write the candidate's name, their candidate number and Conversation task card number on the working mark sheet.

During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's number, the candidate's name, the Conversation task card number and the date. This must be said in **English**. For example:

Teacher/examiner name: *Mr John Smith*

Candidate number: *0031*

Candidate name: *Anita Cheng*

Conversation task card number: *3*

Date: *5 March 2025*.

3 Remind the candidate of the structure of the test. There is guidance on this in the Teacher/examiner script for the Presentation and follow-up discussion on page 19 of this instruction booklet.

4 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:

- Presentation: 2 minutes
- Follow-up discussion: 4–5 minutes
- Conversation task card preparation: 5 minutes
- Conversation task card: 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.

Presentation

5 Greet the candidate. Introduce yourself. This is **not** assessed.

6 Ask the candidate to state the topic of their Presentation.

7 The candidate will deliver a 2-minute Presentation on a topic of their choice. The Presentation must be in German. Listen carefully to the candidate's presentation.

8 You must only interrupt a candidate if the Presentation shows no sign of finishing after 2 minutes, or to prompt a candidate having difficulty in continuing with their Presentation.

9 The Presentation will be followed by a discussion in which you will ask the candidate questions on their Presentation. You must ask questions which enable the candidate to provide an opinion(s) in relation to the topic of their Presentation.

10 During the Presentation, you can make notes in order to help with asking appropriate questions in the follow-up discussion. Candidates must be prepared to supply additional factual material where appropriate and to express and defend a point of view.

Follow-up discussion

- 11 Thank the candidate for their Presentation and introduce the discussion that will follow.
- 12 Ask the candidate to supply additional information on particular points and to provide a justification for a particular point of view. For example,

Very interesting. Can you tell me a little more about ...? And why do you think ...?
- 13 In order to give the candidate every opportunity to do this, you should use open-ended questions (such as 'Tell me more about ...', 'Why ...?', 'How ...?', 'What do you mean when you say ...?', 'What do you think about ...?', 'Can you give me more examples of ...?', 'Some people think ..., – how would you justify your point of view to them?', 'What are the advantages/disadvantages of ...?'), rather than closed questions which may be answered by 'yes/no'.
- 14 When the Presentation and follow-up discussion are complete, tell the candidate that the Presentation and follow-up discussion section of the test has finished and that it is time to start to prepare for the Conversation task card.
- 15 While the candidate is preparing for the Conversation task card, complete the working mark sheet using the Presentation and follow-up discussion mark schemes on pages 11–12.
- 16 Award a mark out of 10 for Presentation, interaction/responsiveness, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 11–12.
- 17 Write the marks for Presentation, interaction/responsiveness, Language range and Language accuracy on the working mark sheet.

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

Conversation task card preparation

- 18 Select **one** Conversation task card using the Randomisation instructions provided on page 17.
- 19 You must avoid giving the candidate a card on the same topic that the candidate's presentation is based on. If there is overlap, move to the next card in the randomisation table.
- 20 Give the Conversation task card to the candidate.
- 21 Say to the candidate in German 'You now have 5 minutes to read the Conversation task card and prepare for this part of the test. You may make notes on the separate piece of paper, but must not write on the task card.'
- 22 Do **not** stop the recording during the preparation time.
- 23 Candidates must complete the preparation in the examining room with the examiner present.
- 24 Candidates are allowed to make notes on a separate piece of paper. Candidates are advised to write key words to help them with the conversation. They must **not** write a monologue that they then read aloud.

Conversation task card

- 25 Go to the correct Conversation task card in this instruction booklet.
- 26 You should start the conversation, using the example questions in this booklet to help you if necessary.
- 27 Listen carefully to what the candidate says and respond appropriately.
- 28 If the candidate does not address a conversation prompt, or answers a question on a prompt very briefly and you think that they could give a fuller response, 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 ...?’.
- 29 When this section of the Speaking Test is finished, complete the working mark sheet using the Conversation task card mark schemes on pages 13–14.
- 30 Award a mark out of 10 for Task completion and communication, a mark out of 10 for Language range and a mark out of 10 for Language accuracy using the mark schemes on pages 13–14.
- 31 Write the marks for Task completion and communication, Language range and Language accuracy on the working mark sheet.
- 32 Also award a mark out of 5 for Pronunciation and intonation for the test as a whole for both the Presentation and follow-up discussion and the Conversation task card using the mark scheme on page 15.
- 33 Write the mark for Pronunciation and intonation on the working mark sheet.

After each candidate’s speaking test

- 34 Take the Conversation task card from the candidate as well as the candidate’s presentation cue card, if used, and any notes they have made. The candidate must **not** take the Conversation task card and/or the notes with them when they leave the examination room. You must keep them securely until the end of the enquiries about results window.
- 35 Make sure you have completed all parts of the working mark sheet for the candidate.
- 36 Check 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 at www.cambridgeinternational.org/eoguide

After completing all the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column. Check all additions carefully.
- If more than one teacher/examiner is marking the Cambridge International AS Level German Language 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
- Each sample that you submit to Cambridge International must contain a recorded introduction.

This should include in **English**:

- the centre number
- the centre name
- the syllabus and component number
- the syllabus name
- the exam series/year (e.g. June 2025).

Mark schemes

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

Part of test	Marks available	Maximum mark
Presentation and follow-up discussion	10 marks for Presentation, interaction/ responsiveness 10 marks for Language range 10 marks for Language accuracy	30
Conversation task card	10 marks for Task completion and communication 10 marks for Language range 10 marks for Language accuracy	30
both parts <i>together</i>	5 marks for Pronunciation and intonation	5
TOTAL MARK		65

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

You should make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, you should use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **just** meets the level statement, award the lowest mark.

This is a language qualification aimed at certifying language proficiency at level B1 and B2 of the Common European Framework of Reference for Languages (CEFR). The descriptions below should be understood and applied with reference to CEFR B1 and B2 level.

Presentation and follow-up discussion mark schemes

Mark scheme for communication in the Presentation and follow-up discussion: Presentation, interaction/responsiveness

Level	Presentation, interaction/responsiveness (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> Communicates detailed information with clearly stated ideas and opinions. Consistently justifies, develops and explains ideas and opinions. Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all question types. 	9–10
4	<ul style="list-style-type: none"> Communicates detailed information, with ideas and opinions that are mostly clear and supported. Justifies, develops and explains their answers. Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions. 	7–8
3	<ul style="list-style-type: none"> Communicates information that is sometimes detailed, provides ideas and opinions. Some attempt to justify their answers. Engages in the conversation with some interaction with the examiner. Attempts a response to most questions. 	5–6
2	<ul style="list-style-type: none"> Communicates limited information that may be irrelevant, and gives basic ideas and opinions. Attempts to justify some of their answers. Relies on the examiner to maintain the pace, may require some prompting. 	3–4
1	<ul style="list-style-type: none"> Communicates very basic information that is frequently irrelevant; lacks ideas and opinions. Minimal or no attempt to justify answers. Relies heavily on the examiner, with significant prompting required. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Language in Presentation and follow-up discussion: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> • Uses a wide range of linking and cohesive devices to connect a series of well-developed points. • Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. • Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> • Consistently accurate use of simple grammar. • Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> • Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. • Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. • Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> • Accurate use of simple grammar. • Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> • Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. • Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. • There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> • Uses simple grammar, with some slips. • Makes some use of more complex grammar, with some slips. • Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> • Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. • Uses familiar and common vocabulary, sometimes appropriate to the tasks. • There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> • Uses simple grammar, with some errors. • Attempts to use more complex grammar, with limited success. • Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> • Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. • Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> • Uses only simple structures to articulate straightforward ideas. • Frequent errors in simple structures. • Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> • No creditable response. 	0	<ul style="list-style-type: none"> • No creditable response. 	0

Conversation task card mark schemes

Mark scheme for Task completion and communication in the Conversation task card

Level	Task completion and communication (AO4: S1 and S2)	Marks
5	<ul style="list-style-type: none"> Completes all tasks fully and confidently. Communicates relevant information with clear and supported ideas and opinions. Develops a justified argument. Fully engages in the conversation. Candidate has good interaction with the examiner and responds fully and confidently to all questions/prompts. 	9–10
4	<ul style="list-style-type: none"> Completes most tasks fully. Communicates relevant information. Develops an argument that is mostly clear and supported by their points of view. Engages in the conversation. Candidate has good interaction with the examiner and responds to most questions/prompts. 	7–8
3	<ul style="list-style-type: none"> Completes some tasks successfully. Communicates information that is sometimes relevant. Develops an argument with ideas and opinions, which are not always justified. Engages in the conversation with some interaction with the examiner. Responds to some questions/prompts. 	5–6
2	<ul style="list-style-type: none"> Attempts some tasks in a limited or superficial way. Communicates limited information. Communicates limited ideas and opinions. Relies on the examiner to keep the conversation going. Limited response to questions/prompts. 	3–4
1	<ul style="list-style-type: none"> Attempts task(s) with little or no success. Communicates very basic information; may attempt to give ideas and opinions. Relies heavily on the examiner. The conversation is fragmented with very limited response to questions/prompts. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Language in the Conversation task card: Range and Accuracy

Level	Language range (AO4: S3)	Marks	Language accuracy (AO4: S4)	Marks
5	<ul style="list-style-type: none"> Uses a wide range of linking and cohesive devices to connect a series of well-developed points. Uses a wide range of vocabulary appropriate to the tasks. Often uses less common vocabulary. Can vary formulation to avoid repetition. 	9–10	<ul style="list-style-type: none"> Consistently accurate use of simple grammar. Shows a good degree of control of some complex grammar. 	9–10
4	<ul style="list-style-type: none"> Uses a range of linking and cohesive devices to connect a series of mostly well-developed points. Uses a range of vocabulary appropriate to the tasks. Occasionally uses less common vocabulary. Attempts to vary formulation but some repetition is present. 	7–8	<ul style="list-style-type: none"> Accurate use of simple grammar. Uses some complex grammar, with occasional slips. 	7–8
3	<ul style="list-style-type: none"> Uses some linking and cohesive devices to connect a sequence of points, not always fully developed. Uses vocabulary appropriate to the tasks. There is an attempt to use less common vocabulary. There is some repetition and hesitation. 	5–6	<ul style="list-style-type: none"> Uses simple grammar, with some slips. Makes some use of more complex grammar, with some slips. Errors very rarely impede communication. 	5–6
2	<ul style="list-style-type: none"> Uses linking and cohesive devices to attempt to connect a series of points, not always successfully. Uses familiar and common vocabulary, sometimes appropriate to the tasks. There is noticeable repetition and hesitation. 	3–4	<ul style="list-style-type: none"> Uses simple grammar, with some errors. Attempts to use more complex grammar, with limited success. Errors sometimes impede communication. 	3–4
1	<ul style="list-style-type: none"> Uses basic, high frequency linking and cohesive devices, difficulty with formulation at times. Relies on repetition of a small range of familiar and common vocabulary, not always appropriate to the task(s). 	1–2	<ul style="list-style-type: none"> Uses only simple structures to articulate straightforward ideas. Frequent errors in simple structures. Communication frequently impeded. 	1–2
0	<ul style="list-style-type: none"> No creditable response. 	0	<ul style="list-style-type: none"> No creditable response. 	0

Mark scheme for Pronunciation and intonation for the whole test

Level	Pronunciation and intonation (AO4: S5)	Marks
3	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is appropriate. Individual sounds are articulated clearly. 	4–5
2	<ul style="list-style-type: none"> Pronunciation is intelligible and intonation is mostly appropriate. Individual sounds are mostly articulated clearly, though with some slips. 	2–3
1	<ul style="list-style-type: none"> Pronunciation is generally intelligible and candidate has partial control of intonation. Individual sounds have frequent errors. 	1
0	<ul style="list-style-type: none"> No creditable response. 	0

Glossary of terms used in the Speaking mark schemes

- **Relevant:** related or relatable to required content points and/or task requirements.
- **Range:** the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
- **Linking and cohesive devices:** refers to linking words and phrases (e.g. 'but', 'because', 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a small car, the second a family car.).
- **Less common vocabulary:** appears less often and is used to express ideas more succinctly and precisely.
- **Errors and slips:** **Errors** are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
- **Impede communication:** gets in the way of meaning.
- **Simple grammar:** words, phrases, basic tenses and simple clauses.
- **Complex grammar:** longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms, and tense contrasts.

Randomisation instructions

Each candidate must be allocated one of six Conversation task cards. The Conversation task card gives prompts for a conversation. There are corresponding teacher/examiner example questions for each Conversation task card.

The Conversation task cards 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, start each new day at the beginning of the sequence.
- If a candidate's presentation overlaps with the topic of the Conversation task card they should receive using this randomisation table, skip that card and move to the next card on the randomisation table. Continue with the randomisation table for the following candidates.

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

Order of candidates	Conversation task card
Candidate 1	3
Candidate 2	2
Candidate 3	4
Candidate 4	6
Candidate 5	5
Candidate 6	1
Candidate 7	2
Candidate 8	3
Candidate 9	4
Candidate 10	6
Candidate 11	1
Candidate 12	5
Candidate 13	1
Candidate 14	3
Candidate 15	6
Candidate 16	2
Candidate 17	5
Candidate 18	4
Candidate 19	2
Candidate 20	6
Candidate 21	5
Candidate 22	3

Order of candidates	Conversation task card
Candidate 23	1
Candidate 24	4
Candidate 25	5
Candidate 26	6
Candidate 27	3
Candidate 28	1
Candidate 29	4
Candidate 30	2
<i>Start again at row 1 (as used for Candidate 1)</i>	

Teacher/examiner scripts – Presentation and follow-up discussion

Start the recording					
Before the test	<p>You (the examiner) say: Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The date</p>				
[In der Zielsprache]	<p>Bitte lesen Sie dem Kandidaten/ der Kandidatin folgendes vor:</p> <p>Die Prüfung besteht aus zwei Teilen:</p> <ol style="list-style-type: none"> 1 Präsentation und Diskussion zum Thema der Präsentation 2 Rollenspielkarte <p>Sie haben 5 Minuten Zeit, die Situation und die Aufgaben auf der Karte zu lesen, um diesen Teil vorzubereiten. Sie können sich Notizen machen, wenn Sie möchten.</p> <p>Sie können entweder mit der Präsentation oder mit der Rollenspielkarte beginnen. In welcher Reihenfolge möchten Sie die Prüfung machen?</p> <p>Haben Sie Fragen?</p>				
Einleitung (nicht bewertet) Max 30 Sekunden	<p>Sagen Sie: Hallo! Wie geht es Ihnen? Können wir mit der Prüfung beginnen?</p>				
Präsentation 2 Minuten	<p>Sagen Sie: Bitte beginnen sie mit Ihrer Präsentation.</p>				
Diskussion über das Thema der Präsentation 4–5 Minuten	<p>Stellen Sie Fragen, ähnlich den Beispielfragen in 1 und 2 in der folgenden Tabelle:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center;">1</td> <td>Offene Fragen, die sich direkt auf das Thema der Präsentation beziehen (z. B.: Erzählen Sie mir mehr über..., Wie...?, Warum...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Aussagen zu erweitern.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Fragen, um die Meinung des Kandidaten/ der Kandidatin herauszufinden (z. B.: Was denken Sie über...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Meinung zum Thema der Präsentation zum Ausdruck zu bringen und zu begründen.</td> </tr> </tbody> </table>	1	Offene Fragen, die sich direkt auf das Thema der Präsentation beziehen (z. B.: Erzählen Sie mir mehr über..., Wie...?, Warum...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Aussagen zu erweitern.	2	Fragen, um die Meinung des Kandidaten/ der Kandidatin herauszufinden (z. B.: Was denken Sie über...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Meinung zum Thema der Präsentation zum Ausdruck zu bringen und zu begründen.
1	Offene Fragen, die sich direkt auf das Thema der Präsentation beziehen (z. B.: Erzählen Sie mir mehr über..., Wie...?, Warum...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Aussagen zu erweitern.				
2	Fragen, um die Meinung des Kandidaten/ der Kandidatin herauszufinden (z. B.: Was denken Sie über...?). Die Fragen sollten dem Kandidaten/ der Kandidatin die Möglichkeit geben, seine/ ihre Meinung zum Thema der Präsentation zum Ausdruck zu bringen und zu begründen.				
	<p>Sagen Sie: Wir kommen nun zu Teil 2.</p>				

Conversation task cards – Teacher/examiner version

CONVERSATION TASK CARD 1

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	Sie haben neulich den folgenden Satz gelesen: „Ohne den Enthusiasmus und die Rebellion der Jugend gibt es keinen Fortschritt.“ Jetzt diskutieren Sie mit einem Lehrer/ einer Lehrerin über Konflikte zwischen den Generationen.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.
Anleitung	Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten. Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.
1	ob und wie die heutige Jugend anders ist als frühere Generationen <ul style="list-style-type: none"> • Was machen viele Jugendliche heute, was ihre Eltern nicht gemacht haben? • Warum wird die heutige Jugend manchmal negativ dargestellt?
2	welche Arten von Konflikten es zwischen den Generationen manchmal geben kann <ul style="list-style-type: none"> • Sagen Sie etwas über Konflikte, die es in Familien geben kann (z.B. Konflikte wegen Kleidung/ Disziplin/ Hausaufgaben/ Geld). • Sollten junge Leute immer den Traditionen ihrer Familie folgen? • Kann es manchmal für Jugendliche gut sein, zu rebellieren?
3	wie ideale Eltern ihre Kinder erziehen sollten <ul style="list-style-type: none"> • Welche Eigenschaften oder Werte sollten Eltern bei ihren Kindern ermutigen? • Wie würden Sie eine ideale Familie beschreiben?
4	wie man Konflikte zwischen den Generationen vermeiden kann <ul style="list-style-type: none"> • Welche Strategien sind effektiv, um Konflikte zwischen den Generationen zu vermeiden? • Wie würde das Leben einer Familie ohne Konflikte aussehen?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

CONVERSATION TASK CARD 2

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	In der Schule sprechen Sie mit einem Psychologen/ einer Psychologin über Freizeit und wie man sie am besten verbringen kann.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.

Anleitung	Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten. Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.
1	die Bedeutung von Freizeit für Jugendliche <ul style="list-style-type: none"> • Wie wichtig ist es für Jugendliche, genug Freizeit zu haben? • Kann man zu viel Freizeit haben?
2	Freizeit und moderne Medien <ul style="list-style-type: none"> • Können Sie sich Ihre Freizeit ohne moderne Medien vorstellen? • Glauben Sie, dass Computersucht eine Gefahr ist?
3	Freizeit und Stress in unserer Welt <ul style="list-style-type: none"> • Ist Freizeit besonders wichtig, weil es in unserem Leben so viel Stress gibt? • Wie kann man am besten mit Stress umgehen? • Wie entspannen Sie sich am besten?
4	ob es wichtig ist, in der Freizeit aktiv zu sein <ul style="list-style-type: none"> • Ist es manchmal okay, in seiner Freizeit gar nichts zu tun? • Wie wichtig ist es für Sie, Ihre Freizeit manchmal in der Natur zu verbringen? • Ist es eine gute Idee, die Freizeit manchmal ganz allein zu verbringen?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

CONVERSATION TASK CARD 3

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	Viele Schüler in Ihrer Schule meinen, dass es zu viele Hausaufgaben und zu viel Stress gibt. Sie diskutieren diese Thematik mit Ihrem Schuldirektor/ Ihrer Schuldirektorin.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.

Anleitung	Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten. Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.
1	wie wichtig Hausaufgaben und gute Noten sind <ul style="list-style-type: none"> • Wie wichtig sind Hausaufgaben? • Warum glauben viele Schüler, dass es zu viele Hausaufgaben gibt?
2	ob man Stress braucht, um effektiv zu lernen <ul style="list-style-type: none"> • Brauchen Sie manchmal ein bisschen Stress, um Ihre Schularbeit zu machen? • Was finden Sie eigentlich in der Schule besonders stressig?
3	wie man Stress in der Schule reduzieren könnte <ul style="list-style-type: none"> • Was könnte unsere Schule machen, um den Schulstress zu verringern? • Wie könnten wir unseren Schultag verändern? • Sollten wir Aktivitäten gegen Stress anbieten, z.B. Yoga oder Meditation?
4	ob gute Noten oder „Lernen für das Leben“ wichtiger sind <ul style="list-style-type: none"> • Ist alles, was wir in der Schule lernen, wichtig und praktisch für Ihr Leben? • Was ist das Wichtigste, was eine Schule unterrichten sollte?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

CONVERSATION TASK CARD 4

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	Bei einer Diskussion mit dem Leiter/ der Leiterin einer Umweltgruppe diskutieren Sie die heutigen Transportmittel im Zusammenhang mit der Umwelt.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.

Anleitung	Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten. Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.
1	die Rolle des Autos in der heutigen Zeit <ul style="list-style-type: none"> • Warum sind Autos für viele Leute heutzutage so essentiell? • Wie oft pro Woche verwendet Ihre Familie ein Auto?
2	Umweltverschmutzung durch Autos <ul style="list-style-type: none"> • Wie könnte man die Umweltverschmutzung durch Autos reduzieren? • Wäre es eine gute Idee, das Autofahren viel teurer zu machen?
3	öffentliche Verkehrsmittel in Ihrer Region <ul style="list-style-type: none"> • Welche öffentlichen Verkehrsmittel gibt es in Ihrer Region? • Und wie könnte man sie verbessern?
4	Möglichkeiten für umweltfreundlicheren Verkehr in der Zukunft <ul style="list-style-type: none"> • Welche Transportmittel finden Sie jetzt am umweltfreundlichsten? • Welche Rolle kann das Fahrrad im Verkehr der Zukunft spielen? • Werden wir in 20 Jahren noch so viel fliegen wie heute?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

CONVERSATION TASK CARD 5

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	Sie diskutieren mit einem älteren Nachbarn/ einer älteren Nachbarin, ob in der heutigen Zeit prominente Sportler, Popstars, Schauspieler und Influencer zu viel Bedeutung haben.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.

Anleitung	<p>Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten.</p> <p>Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.</p>
1	<p>berühmte Leute, die einen positiven Einfluss auf Jugendliche haben</p> <ul style="list-style-type: none"> • Welche berühmten Leute haben Sie und Ihre Freunde positiv beeinflusst? • Warum sind z.B. Sportler oder Filmstars öfter Vorbilder als Menschen wie der Dalai Lama oder der Papst?
2	<p>warum manche Prominente als Vorbilder problematisch sein können</p> <ul style="list-style-type: none"> • Welche berühmten Leute sind wahrscheinlich keine guten Vorbilder? • Kann es zu Problemen führen, wenn Menschen schlechte Vorbilder haben?
3	<p>ob Prominente zu viel verdienen</p> <ul style="list-style-type: none"> • Ist das hohe Einkommen von Fußballspielern/ Filmstars usw. gerechtfertigt? • Welche Nachteile gibt es, wenn man reich und berühmt ist?
4	<p>Vorbilder im Alltag</p> <ul style="list-style-type: none"> • Wer ist in Ihrer Familie/ in Ihrem Alltag ein Vorbild für Sie? • Was ist besser, ein Vorbild im täglichen Leben zu haben oder ein berühmtes Vorbild? • Möchten Sie selbst ein gutes Vorbild für andere sein?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

CONVERSATION TASK CARD 6

Geben Sie dem Kandidaten/ der Kandidatin die Rollenspielkarte	
Situation [Dies wird laut vorgelesen]	Manche Arbeitgeber lesen in Sozialen Medien die persönlichen Profile von Bewerbern für potentielle Jobs. Sie diskutieren mit einem Berater/ einer Beraterin vom Arbeitsamt, wie man Soziale Medien am besten benutzt.
Vorbereitungszeit 5 Minuten	Sagen Sie: Sie haben jetzt 5 Minuten Zeit, um die Karte zu lesen und diesen Teil der Prüfung vorzubereiten.
	Sagen Sie: Wir beginnen jetzt.

Anleitung	Dieser Teil der Prüfung soll ein Gespräch sein. Der Lehrer/ die Lehrerin beginnt das Gespräch und sollte den Kandidaten/ die Kandidatin unterbrechen, wenn er/ sie beginnt, einen Monolog zu halten. Die untenstehenden Stichpunkte sollen helfen, das Gespräch zu strukturieren. Zu jedem Punkt gibt es Beispielfragen, die dem Kandidaten/ der Kandidatin helfen können, das Gespräch voranzubringen, sollte Hilfe nötig sein.
1	Gründe, warum so viele junge Leute Soziale Medien benutzen <ul style="list-style-type: none"> • Welche Vorteile haben Soziale Medien für junge Leute? • Können Sie sich einen Monat ohne Soziale Medien vorstellen?
2	Nachteile und potentielle Gefahren von Sozialen Medien <ul style="list-style-type: none"> • Verschenden junge Leute zu viel Zeit auf Sozialen Medien? • Sollte man Soziale Medien strenger kontrollieren?
3	persönliche Informationen im Internet <ul style="list-style-type: none"> • Wie viele persönliche Informationen sollte man ins Internet stellen? • Welche Rolle können Eltern spielen, um Kindern im Umgang mit dem Internet zu helfen?
4	die Zukunft von Informationstechnologie und Künstlicher Intelligenz (KI) <ul style="list-style-type: none"> • Wie sehen Sie die Zukunft von Informationstechnologie? • Welche Möglichkeiten werden wir in Zukunft durch Künstliche Intelligenz (KI) haben? • Und vor welchen Aspekten neuer Technologien haben Sie vielleicht Angst?
	Der Kandidat/ die Kandidatin darf thematisch relevante Ideen in das Gespräch einbringen, um die oben genannten Punkte weiter auszuführen.

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