

Candidate 1

Moderator comments on the video

Timestamp	Comments on the Presentation
00.23	Friendly, clear and encouraging introduction by the teacher/examiner, putting the candidate at ease.
01.09	The candidate starts her presentation clearly.
01.13	Early difficulties with prepositions (<i>bei Weihnachten, mit Weihnachten</i>).
01.30	<i>Aber</i> instead of <i>sondern</i> but the meaning of the sentence is clear (this error re-occurs several times during the presentation).
01.37	Relevant list of traditions surrounding Christmas mentioned and described.
01.45	Not all definite articles correct (this continues throughout the presentation).
01.55	Confident use of passive voice on two occasions.
02.15	Uses a range of topic-specific vocabulary appropriate to the task. Vocabulary is at times repetitive.
02.35	<i>Das Nürnberger Christkindmarkt</i> is an attempt at less common vocabulary but not fully successful; should be <i>Nürnbergger Christkindlmarkt</i> .
02.45	<i>Über zwei Million Menschen geht dort jedes Jahr, das ist eine sehr große Nummer</i> - communicates some detailed information with clearly stated points, but there are slips with simple grammar here.
03.00	Presentation continues to be very factual; the candidate misses some opportunities for giving and developing ideas and opinions.
03.10	The candidate could be more ambitious with linking and cohesive devices. The use of subordinate clauses would improve her presentation (there is only one <i>weil</i> clause in the whole presentation).
03.19	End of candidate's presentation: She communicates detailed information. However, more development of ideas and opinions would improve the presentation.

Timestamp	Comments on the follow-up discussion
03.26	The first question by the teacher/examiner is factual. Later questions will need to elicit ideas and opinions to allow access to the top end of the mark scheme.
03.38	The candidate gives relevant and extensive details about eating habits around Christmas.
04.01	Two relative clauses correctly used.
04.20	More narrative language is elicited by the next question (<i>Und was passiert bei der Bescherung?</i>)

04.37	Good variety of subordinate clauses in the coming sentences, all correctly used (<i>bevor, wenn, in dem, dass</i>) with correct word order.
04.47	Some complex grammar with occasional slips.
04.57	Good question leading the candidate away from purely factual information.
05.25	However, the candidate very quickly returns to providing factual information about the history of <i>Sankt Nikolaus Tag</i> .
05.35	The language structures have good complexity in this response.
05.55	Accuracy: slip with simple grammar (<i>und die nächsten Morgen finde die Kinder</i>).
06.05	The candidate answers confidently and fluently to all questions and uses very good pronunciation and natural intonation.
06.23	The question <i>Und was hast du bekommen</i> invites a factual response. A <i>warum</i> question could have elicited a justification or opinion here.
06.48	The teacher/examiner's question (<i>Sag mir ein bisschen über Ostern in Deutschland</i>) invites a descriptive response.
06.55	A question eliciting explanation, justification or opinions could have helped the candidate to develop her answer further.
07.05	After an initial personal statement (<i>Ostern ist auch eins meiner Lieblingsfeste</i>), the candidate gives a lot of descriptive and factual detail of a general kind.
07.19	Further use of a fitting relative clause with correct word order
07.30	<i>...in dem man während der Osterzeit Kresse wächst</i> is not completely accurate, but not ambiguous.
07.40	Candidate finishes this section with a smile and the teacher/examiner brings the section to a natural end and introduces Part 2 of the exam.
08.00	Overall, this is a competent performance by the candidate, which could have been improved further by exploring the topic in more depth and justifying, developing, and explaining her answers in more detail.

Timestamp	Comments on the Conversation task Card
12.33	Note - try to avoid loud noises during the preparation time
13.25	The teacher/examiner introduces the second part of the exam.
13.39	The teacher/examiner asks the first question to the first sub-topic exactly as printed in the Instructions for teacher/examiners.
13.44	Some slips with simple grammar (<i>eins von den Vorteilen der Windfarm sind, dass es viel Arbeit schafft</i>).
13.56	The candidate uses vocabulary relevant to the topic.

14.12	The candidate is struggling to complete the sentence logically (<i>ein anderer Vorteil ist</i> is followed by a disadvantage: <i>nur 27% der erneuerbare Energie ist von Windfarmanlagen gemacht</i>).
14.38	The teacher/examiner asks the second question to the first sub-topic, again exactly as printed in the Instructions for teacher/examiners.
14.42	Note: these questions are given as guidelines, so need not be followed exactly by the teacher/examiner. It is essential, however, that the teacher/examiner covers the candidates' subtopics.
14.55	Some very nice touches in this response (<i>Energie speichern, Geräusche</i>) but topic-specific vocabulary is not always clearly used.
15.10	The candidate communicates relevant information but does not support it with justifications and opinions.
15.20	The teacher/examiner asks the first question to the second sub-topic, again exactly as printed in the Instructions for teacher/examiners.
15.36	The simple, affirmative response by the candidate is immediately followed up by the teacher/examiner's excellent question: <i>Kannst du mir einige Beispiele geben?</i>
15.44-16.34	The candidate's response is probably her most competent response of the whole exam. She is clear and specific and gives a range of relevant examples.
15.57	This extensive response has a good range of structures and topic specific vocabulary.
16.06	Clear meaning throughout this response.
16.15	Excellent pronunciation and intonation.
16.34	The teacher/examiner asks the first question to the third sub-topic, again as printed in the Instructions for teacher/examiners.
16.38	The inappropriate use of the word <i>Abbau</i> makes the first statement unclear.
16.50	Topic specific vocabulary and linking devices used.
17.00	Some good topic-specific vocabulary and good idiomatic expressions e.g. ... <i>das ist ein sehr guter Schritt vorwärts</i> . Effective relative clause: <i>in dem man mehr erneuerbare Energie benutzt</i> .
17.30	The teacher/examiner asks the second question to the fourth (last) sub-topic as his final question.
17.36	The candidate finishes with a competent response, using topic specific vocabulary and two subordinate clauses (one of those with correct word order).
17.59	The teacher/examiner brings the exam to a close.
18.08	End of recording.