Candidate 2

Moderator comments on the video

Timestamp	Comments on the Presentation
00.10	Friendly, clear and encouraging introduction by the teacher/examiner, putting the candidate at ease.
01.07	The candidate introduces his topic, *Jazzmusik in Deutschland* in clear and concise terms.
01.19	The candidate starts his detailed presentation, using appropriate topic specific vocabulary and phrasing as well as some complex structures.
01.28	Name of author mispronounced – should be Ernst Berendt (the author of *Das Jazzbuch*).
01.50	*Dieses Buch hat 75 Examplare verkauft* – probable error with the number of copies sold, as the book was hugely influential.
02.04	Does not remember the noun he wants to use, but excellently self-corrects by competently changing his phrasing to *also wegen des Buches hören viele Leute mehr Jazzmusik* without hesitation.
02.13	The candidate follows this up with further interesting details about *Jazzmusik in der DDR.*
02.21	Pronunciation of *Kampagne* incorrect but clearly understandable.
02.29	Further relevant detail about *Jazzmusik in der DDR* with competent use of subordinate clause and *um…zu* construction, as well as complex vocabulary and good variation of structures.
02.56	*Jazzmusik waren in die Doktrin der DDR eingeführt* – grammatical error, but the meaning of the sentence is clear.
03.05	End of the candidate's informative and comprehensive presentation, in which vocabulary and structures are at a very high level.

Timestamp	Comments on the follow-up discussion
03.10	Good first question by the teacher/examiner to start the discussion (*Ist Jazz in Deutschland immer noch beliebt?)*
03.15	The first response already shows that the candidate has considerable knowledge in the topic.
03.20	The candidate is able to broaden the perspective of the conversation, is offering relevant opinions and justifies them competently.
03.25	Use of subordinate clauses and a correct subjunctive (*gäbe*).
03.35	The teacher/examiner broadens the conversation further by bringing in a personal angle (*Was für deutsche Musik hörst du gern?)*.

03.38	The candidate gives his opinions on the music of *Rammstein* with confidence, and he also justifies, develops and explains his opinions very well…
03.48	…using 3 subordinate clauses, all with correct word order.
03.57	Very competent and clear response (despite some grammatical errors).
04.05	The teacher/examiner widens the discussion further by asking about the popularity of songs with lyrics in German, inviting further personal statements.
04.18	Very comprehensive response, including several subordinate clauses (not all with correct word order),
04.28	and good variation of structures (including an infinitive phrase).
04.35	Candidate over-uses the phrase *Ich denke, dass…* Some variation in phrasing for expressing opinion would be commendable.
04.48	Excellent and complex argument, with clear meaning in spite of minor errors: (*….dass es einfacher ist, ihre Meinungen auszudrücken, wenn sie auf ihre Muttersprache sprechen, und daher glaube ich, dass, trotz der Tatsache, dass viele Songs in den Charts auf Englisch sind, ….)*
05.02	Valid conclusion of argument by the candidate.
05.08	Very challenging and differentiating question, giving the candidate the opportunity to excel (*Glauben Sie denn, dass es wichtig für die deutsche Identität ist, dass man auf Deutsch singt?)*.
05.20	A very competent and measured response to this complex question, again with complex structures (including a correct use of *wäre*).
05.35	Another good question, leading the candidate to talk about more recent times.
05.48	Spontaneous response, as the candidate has to think on his feet.
06.00	The response on hip hop is slightly less accomplished at first, but the end of the response is very competent again
06.24	Excellent question with *inwiefern* (these kinds of questions are excellent at this level to stretch the best candidates).
06.35	Excellent start to this response *(…. dass das Internet heutzutage heißt, dass man verschiedene Musik aus verschiedenen Kulturen hören kann…)*, even though the use of *heißt* is not entirely correct.
06.44	Response is well developed. The candidate competently rephrases once or twice in search of appropriate vocabulary.
07.25	Appropriate and competent concluding response to the teacher/examiner's last question.
07.35	Despite the slightly inappropriate use of *Irgendwelche.* it is clear what the candidate means.
07.50	This is a very competent performance by the candidate.

Timestamp	Comments on the Conversation task Card
13.20	The teacher/examiner introduces the second part of the exam.
13.35	The teacher/examiner asks the first question. He is using his own question (rather than the sample question(s) given in the Teachers' notes) by paraphrasing the task on the candidate's task card.
13.43	The candidate starts confidently: *Die Schüler wissen jetzt, was sie machen sollen – müssen, und wann sie es machen müssen….*
13.55	This start shows he has used the preparation time well and has prepared his arguments.
14.08	Arguments both for and against the *Stundenplanänderung* are given confidently, using a range of structures and appropriate vocabulary.
14.30	The teacher/examiner asks the second question to the first sub-topic, exactly as printed in the Instructions for teacher/examiners.
14.35	Again, the response is well argued,
14.40	with subordinate clauses (one clause with 2 verbs correctly at the end) and subjunctives appropriately used (*wenn sie immer arbeiten müssen, dann wäre das schlecht*).
14.50	The candidate uses topic-specific vocabulary without hesitation.
14.55	The teacher/examiner moves on to the second sub-topic and asks his own question (similarly worded to the task on the candidate card).
15.02	The teacher/examiner used the "Sie" form address so far, he uses "du" here. There is no problem with the use of the informal "du", but it should be used consistently.
15.28	Varied use of subordinating conjunctions (*dass, damit, wenn*) and a wide range of other linking and cohesive devices.
15.37	Repeated appropriate use of subjunctives. Candidate shows good control of some complex grammar.
15.46	Only occasional grammatical errors during full and confident responses to all question types.
15.55	The next question of the teacher/examiner again paraphrases the task on the candidate's card, this time for subtopic 3.
16.02	The candidate gives 3 relevant reasons for why students might learn successfully,
16.19	and then broadens the scope of the question by talking about the internet.
16.32	Appropriate and correct use of a passive verb form and good variation of structures.
16.45	Very good use of linking and cohesive device to connect a series of well-developed points.
16.55	Relevant summary of points made in response to the current question.

17.05	The question on subtopic 4 is again freely formulated by the teacher/examiner.
17.13	The candidate's response starts with a very competent general statement (*Es hängt davon ab, ob man so an die Universität studieren will, oder ob man direkt nach der Schule arbeiten will*),
17.29	followed by a personal statement (*Ich will an der Universität studieren, und deswegen denke ich, dass meine Schulbildung für mich, hat mich gut vorbereitet*),
17.44	followed by another, more general, but also convincing argument including a good variety of structures (….. *Leute, die nicht wissen, was sie in der Zukunft machen möchten…),*
18.00	and concluded effectively: *(…. weil sie bestimmte Fähigkeiten in der Schule nicht lernen, zum Beispiel Fähigkeiten, bei denen man mit anderen Leuten sprechen muss)*.
18.23	The teacher/examiner brings the exam to a close.
18.28	End of recording.