

Serie 2016.1D
Berufskennnisse / HKB 5
Aufgabenteil mündlich (Kandidaten)

Qualifikationsverfahren
Systemgastronomie-
fachfrau/-mann EFZ

Name:
.....
Vorname:
.....

Kandidatennummer:
.....
Datum:
.....

Für das Einlesen der Aufgaben stehen dem Kandidaten / der Kandidatin 10 Minuten zur Verfügung. (Einlesen und Übersicht über die Prüfung verschaffen.)

- Time** 20 minutes for 4 tasks (speaking)
- Aid** No dictionaries or aids are permitted.
- Electronic devices** Mobile phones or other electronic devices must be constantly be turned off.

The test assesses the learners' abilities measured against the following benchmark:

- Food service professionals are aware that skillful and appropriate oral and written communication in foreign languages is a key competence in the professional field. They listen attentively, speak in the appropriate register, read carefully and write correctly according to the rules.

Notenskala	Maximale Punktezahl: 20		
19,0 – 20,0	Punkte	=	Note 6
17,0 – 18,5	Punkte	=	Note 5,5
15,0 – 16,5	Punkte	=	Note 5
13,0 – 14,5	Punkte	=	Note 4,5
11,0 – 12,5	Punkte	=	Note 4
9,0 – 10,5	Punkte	=	Note 3,5
7,0 – 8,5	Punkte	=	Note 3
5,0 – 6,5	Punkte	=	Note 2,5
3,0 – 4,5	Punkte	=	Note 2
1,0 – 2,5	Punkte	=	Note 1,5
0,0 – 0,5	Punkte	=	Note 1

Erreichte Punktezahl	Note

Unterschrift der Expertinnen/Experten:

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Sperrfrist: Diese Prüfungsaufgaben dürfen vor dem **1. März 2018 nicht** zu Übungszwecken verwendet werden.

Prüfungsaufgaben erarbeitet durch: Arbeitsgruppe von Hotel & Gastro *formation*, Weggis
Herausgeber: SDBB, Abteilung Qualifikationsverfahren, Bern

The tasks correspond to the learning goals and taxonomy levels as follows:

Task number	Learning goals / Taxonomy levels
1	5.1.1. & 5.1.2. Listening and speaking (K2 & K3)
2	5.1.3 Speaking (K3 & K5)
3	5.1.4 Speaking (K3, K5 & K6)
	5.1.3 Speaking (K3 & K5)

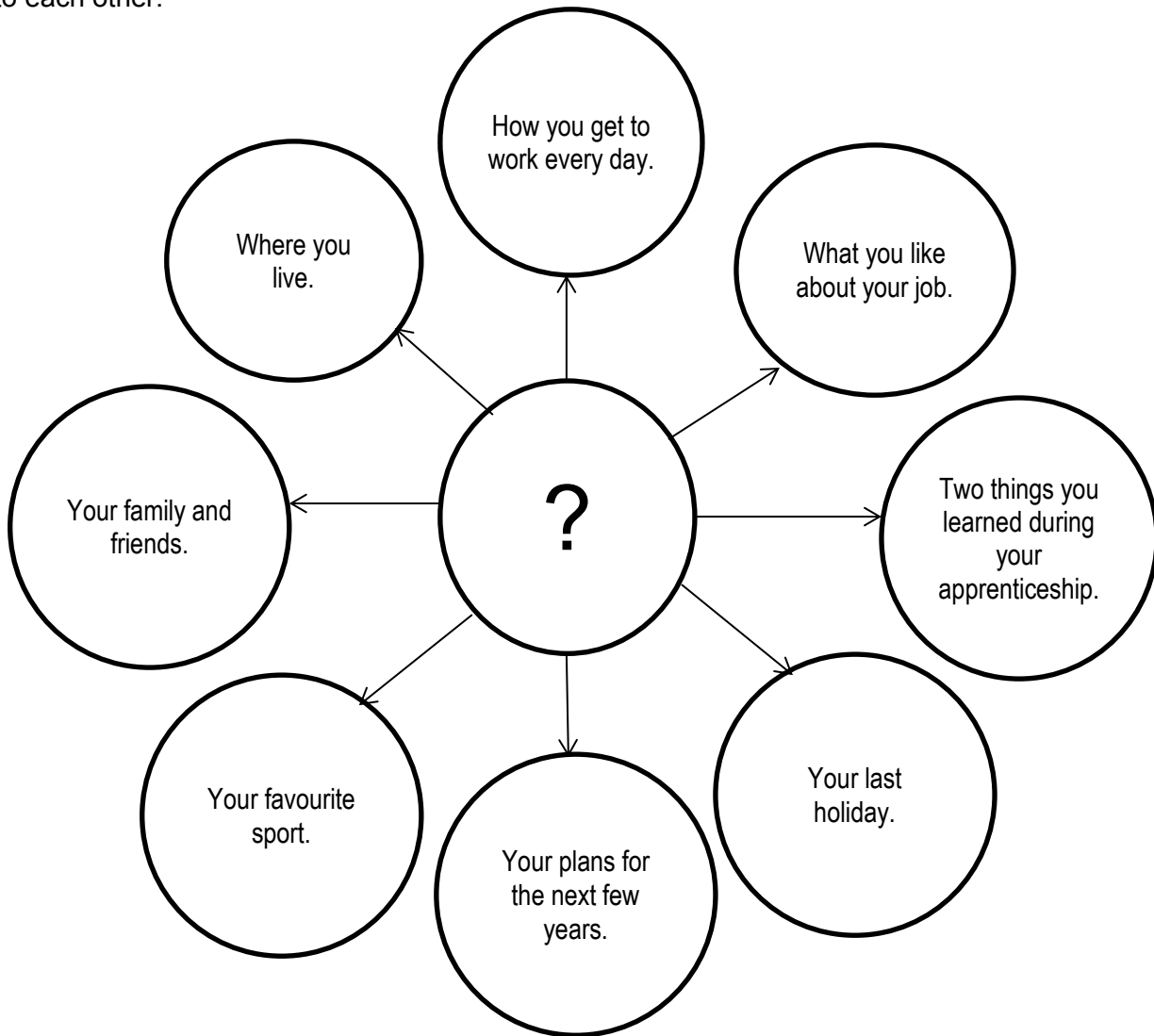
Part 1 Getting to know each other (3 – 4 minutes)

The examiner will ask each candidate a variety of questions:

- What is your name? And your surname?
- Can you spell that please?
- How old are you?
- Where do you work?
- How many languages do you speak?
- What do you do in your free time?

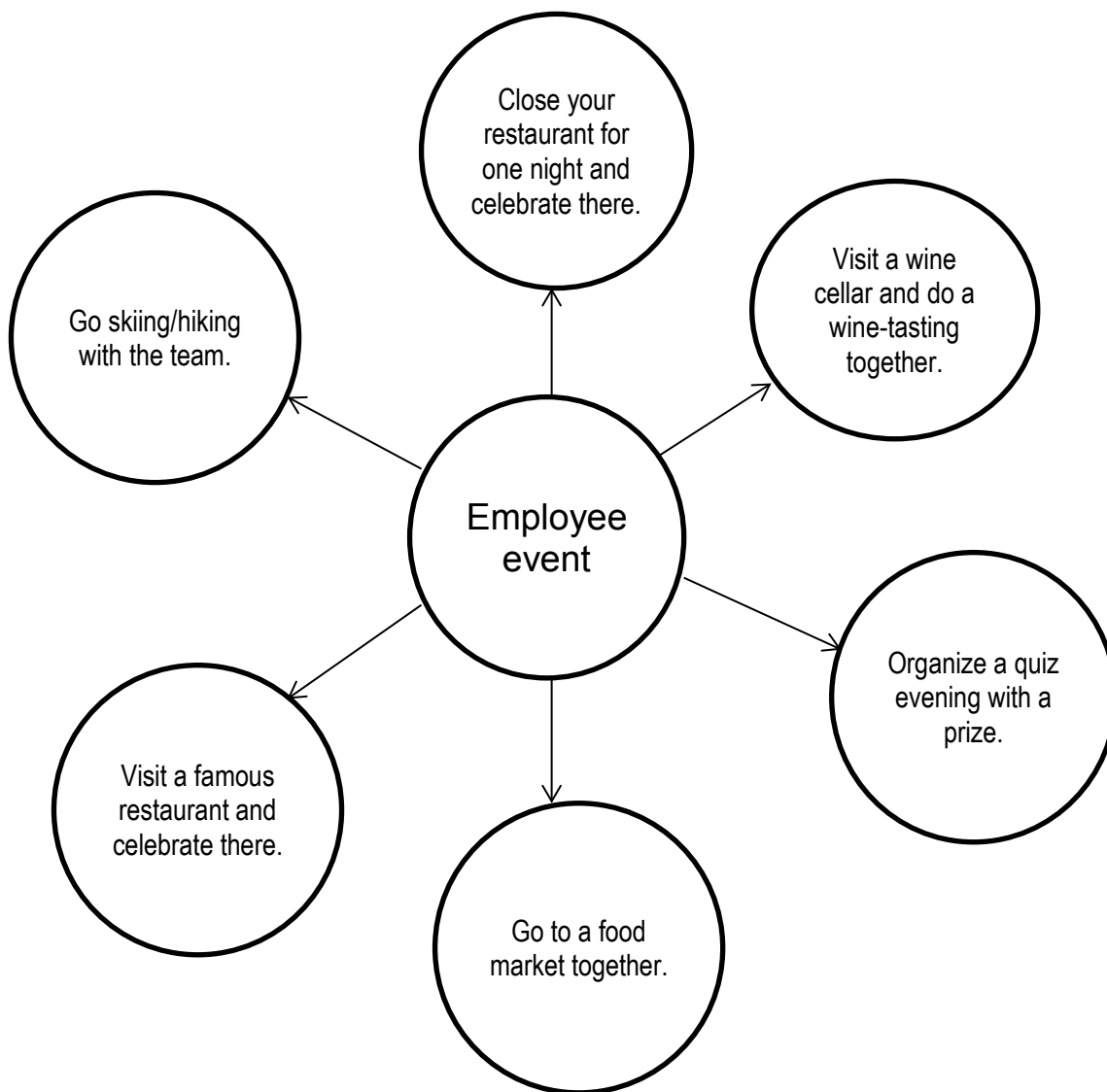
Part 2 Exchanging information (5 – 6 minutes)

Talk to your partner about **4** of the topics below. Ask each other questions and give information to each other.



Part 3 Collaborating (5 – 6 minutes)

The restaurant manager has asked you and your work colleague to organise an event for the employees in your restaurant. What would you like to do? Look at the examples below. Talk to your partner. Suggest something. Give reasons. Agree on two activities. When do you want to do them?



Part 4	The examiner asks both candidates some questions (4 – 5 minutes)
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|--|--|
| <ul style="list-style-type: none">• Are team events important? Why/why not?• Do you like going to team events? Why/why not?• Should the company pay for team events? Why/why not?• Is it important to organise the event outside the place you work? Why/why not?• How would you like to celebrate a team event? | |
|--|--|

Assessment – A2

Spoken interaction:

- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Spoken production:

- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

Assessment:

A2 Band	Grammar & vocabulary	Pronunciation	Interactive Communication	Task achievement
5	<ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations 	<ul style="list-style-type: none"> • Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> • Maintains simple exchanges. • Requires very little prompting and support. 	<ul style="list-style-type: none"> • Achieved the goals of the tasks successfully.
4	Performance shares features of Bands 3 & 5			
3	<ul style="list-style-type: none"> • Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary when talking about everyday situations 	<ul style="list-style-type: none"> • Is mostly intelligible despite limited control of phonological features 	<ul style="list-style-type: none"> • Maintains simple exchanges despite some difficulty. • Requires prompting and support 	<ul style="list-style-type: none"> • Achieved the goals of the tasks mostly successfully with some support.
2	Performance shares features of Bands 1 & 3			
1	<ul style="list-style-type: none"> • Shows limited control of simple grammatical forms. • Uses isolated words and phrases. 	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support. 	<ul style="list-style-type: none"> • Did not achieve the goals of the tasks despite prompting.
0	Performance below band 1			

Scoring instructions:

Assign a score between 0 – 5 for each of the 4 categories below using the performance descriptors above.

Category	Score
Grammar & vocabulary	
Pronunciation	
Interactive Communication	
Task achievement	
Total score out of max. 20	