Oral Examination in Sprechfertigkeit und Landeskunde/Kulturwissenschaft
(New LPO 1 of 13 March 2008)

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FORMAT OF EXAMINATION

The examination lasts 30 minutes and is divided up as follows:

1) One specialist topic: 15 minutes consisting of:
   a) a five-minute presentation on a significant aspect (e.g. person, event, place) of this specialist topic
   b) ten minutes of questions and discussion on the specialist topic (NB. NOT on the same content area as the 5-minute presentation)

2) Overview knowledge: 15 minutes consisting of questions related to the background of two or three pieces of current affairs taken from the previous six months (approximately) in the US and the UK. Please note: it is very good to keep abreast of the news generally but the grade here is dependent more on your ability to talk about the BACKGROUND to the relevant issue as the range of possible current affairs topics is too vast. The current affairs issues picked in this section will relate to areas in the given topics list (download).

There will always be a second examiner in the room, usually from the same school type as yours. They are entitled to ask one question.

Please consult the separate topics list and talk to your examiner about your choice of specialist topic and mini-presentation topic.

Five-minute presentation (section 1 of exam):

The aim of this task is to:

- allow you to warm up into the examination
- allow you to show your enthusiasm for a specialist area
- allow you to demonstrate your presentation skills (very relevant to teaching)

Please do NOT try to present the whole specialist topic in five minutes. You should choose one micro-aspect (e.g. a significant person, place or event) and present this, trying to make it as interesting for the examiners as possible. After this section the examiner will move into the wider area of your specialist topic with their questions. NB: you need to agree with your examiner in advance on both your specialist topic and your mini-presentation topic.

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Please note: these notes are only general guidelines to help students and are not to be used as legal evidence.
(18 April 2011: Gill Woodman)

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Question types

Following the initial 5-minute presentation, the exam is a series of questions from the examiner in which the candidate should answer as fluently and as fully as possible. The questions in the second part will be related to the background to two or three pieces of current affairs from both US and UK. The more relevant detail and substance which can be delivered, the higher the mark will be. The same is true for the ability to tie in personal insight. The exam mandate requires **historical knowledge** to be tested so be prepared for **at least** one question about historical background. Other common question approaches are:

* **contrastive** (i.e. how does the chosen system differ from Germany/UK/USA)
* **geopraphical**
* **pedagogical** (i.e. what are the most relevant aspects for a Grundschule/Hauptschule/Realschule/Gymnasium class)
* **explanatory** (i.e. explain what is important about some significant expressions/dates/people from the given subject)
* **systemic** (i.e. how does a basic system such as the school system basically function)
* **discursive** (i.e. give some arguments for and against a given system)
* **experiential** (i.e. give your personal account of how a particular cultural studies phenomena functions) NB. here is it important to show analytical skills as well as purely anecdotal ability.

(These are only examples. Naturally some questions may fall outside these categories).

Grades

There are two separate grades: one for Sprechfertigkeit and one for Landeskunde/Kulturwissenschaft.

Please see the 'Descriptors' download for details of grading criteria.

READING

BASIC CORE READING:
(please make sure you take the latest edition as they are regularly updated)

Oakland, John, British Civilisation, Routledge: London
Mauk, David & John Oakland, American Civilisation, Routledge: London

FURTHER READING
See Bibliography download.

We wish you the best of luck in your exam ☺!

Please note: these notes are only general guidelines to help students and are not to be used as legal evidence.
(18 April 2011: Gill Woodman)

TOPICS LIST (MODULARISED) (Stand: 9.9.14)

1) Topics for specialist section: first fifteen minutes of the exam

	UK	US
1	The country	The country
2	The people	The people
3	Politics and government	Politics and government
4	International relations	International relations
5	The economy	The economy
6	Social services	Social services
7	Education	Education
8	The media	The media
09	Religion	Religion
10	Sport	Sport
11	Art	Art
12	Architecture	Architecture
13	Music	Music
14	Ireland: Politics and history	
15	Scotland/Wales & the UK	

2) Topics for overview section: second fifteen minutes of the exam.

	UK	US
1	The country	The country
2	The people	The people
3	Politics and government	Politics and government
4	International relations	International relations
5	The economy	The economy
6	Social services	Social services
7	Education	Education
8	The media	The media
9	Religion	Religion
10	Leisure, sports and the arts	Leisure, sports and the arts

Section 1: 15 minutes on specialist topic consisting of:

- five-minute presentation on a significant person, event or place relevant to the specialist topic followed by 10 minutes of question and answer on the specialist topic

Section 2: 15 minutes on overview knowledge
- you will be asked to paint in the background information to two or three pieces of current affairs and to discuss this background information. The areas covered are in list 2 above.

<u>Landeskunde Bibliography</u>
SE Preparation Course

General books on UK & USA
Duncan, R. & Goddard, J. (2009) *Contemporary America*. London: Palgrave/Macmillan
Mauk, David & John Oakland (2017), *American Civilization,* London: Routledge
McCormick, John (2007) *Contemporary Britain*. London: Palgrave/Macmillan.
Oakland, John (2015), *British Civilisation*. London: Routledge
O'Driscoll, J. (2009) *Britain: the Country and its People.* Oxford: Oxford University Press

Good Reference
Friebel, Isolde & Händel, Heinrich (1991: 6th edition), Britain-*USA: A Survey in Key Words*. Diesterweg

Brilliant website:
BBC: www.bbc.co.uk

Excellent multi-media encylopaedia (especially for American topics):
Microsoft Encarta 2016

United Kingdom: books and websites
1) Britain: The British context
Abercrombie, Nicholas and Warde, Alan (2000) *Contemporary British Society*. Oxford: Blackwell
Addison, P. (2010) *No Turning Back: The Peacetime Revolutions of Postwar Britain*. Oxford: Oxford University Press
Annual Abstract of Statistics, London: Office for National Statistics and Palgrave Macmillan
Bernstein, G. L. (2004) *The Myth of Decline: The Rise of Britain since 1945*. London: Pimlico
Black, J. (2004) *Britain since the Seventies: Politics and Society in the Consumer Age.* London: Reaktion Books
Burk, K. (ed) (2009) *The British Isles since 1945*. Oxford: Oxford University Press
Clarke, P. (2004) *Hope and Glory: Britain 1900-2000*. London: Penguin Books
Colley, L. (2014) *Acts of Union and Disunion. What has held the UK Together – and What is Dividing it?*. London: Profile Books
English, R. and Kenny, M. (eds) (1999) *Rethinking British Decline*. London: Macmillan
Ferguson, N. (2004) Empire: *How Britain Made the Modern World*. London: Penguin Books
Halsey, A.H. and Webb, J. (2000) *Twentieth-Century British Social Trends*. London: Palgrave Macmillan
Jones, O. (2012) Chavs: *The Demonization of the Working Class*. London: Verso
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Marr, A. (2009) *The Making of modern Britain.* London: Macmillan
Marr, A. (2010) *A History of Modern Britain*. London: Pan
Marwick, A. (2003) *British Society since 1945.* London: Pelican Books

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Office for National Statistics, ONS (annual) *Social Trends*. London: Palgrave Macmillan

Park, A. Curtice, J. and Bryson, C. (Annual) *British Social Attitudes*. London: NATCEN Social Research

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Sampson, A. (2004) *Who Runs this Place?: The Anatomy of Britain in the 21st Century*. London: John Murray (Publishers)

Central Office of Information	https://data.gov.uk/publisher/central-office-of-information
Prime Minister's Office	www.gov.uk/government/organisations/prime-ministers-office-10-downing-street
British Tourist Authority	www.visitbritain.com
British Council	www.britishcouncil.org
The MORI Organization	www.ipsos-mori.com
Office for National Statistics	www.ons.gov.uk
The National Archives	www.nationalarchives.gov.uk
Website of UK government	www.direct.gov.uk
Guardian newspaper	www.guardian.co.uk
State of the Union, 2013	www.britishfuture.org
YouGov poll surveys	http://yougov.co.uk
Populus polling organization	www.popuus.co.uk

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Your Region, Your Choice: Revitalizing the English Regions (2002) London: The Stationery Office

British Social Attitudes, London: NatCen www.natcen.ac.uk

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Social Research

Office for National Statistics	www.ans.gov.uk
The Met Office	www.metoffice.gov.uk
Department of Energy and Climate Change	www.decc.gov.uk
Department for the Environment, Food and Rural Affairs	www.defra.gov.uk
Department for Transport	www.gov.uk/dft
Transport for London	www.tfl.gov.uk
Office of Rail and Road	www.rail-reg.gov.uk
Communications Regulator	www.ofcom.org.uk
Office of Water Services	http://ofwat.gov.uk
Office of Gas and Electricity Markets	www.ofgem.gov.uk
Scottish Government	www.scotland.gov.uk
Northern Irish Government	www.nio.gov.uk
Northern Ireland Department for Regional Development	www.drdni.gov.uk
Welsh Assembly Government	www.wales.gov.uk
Countryside Commission	www.gov.uk/government/organisations/natural-england
The Green Party	www.greenparty.org.uk
British Geological Survey	www.bgs.ac.uk
The National Archives	www.nationalarchives.gov.uk
Social and Environmental Research Institute	www.seri-us.org

3) The People: immigration, minorities, regions

Alibhai-Brown, Y. (2000) *After Multiculturalism*. London: Foreign Policy Centre

Alibhai-Brown, Y. (2001) *Who Do We Think We Are? Imagining the New Britain*. London: Allen Lane

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Looking into England	www.britishcouncil.org/studies/english
Scotland Office	www.gov.uk/government/organisations/scotland-office
Wales Office	www.walesoffice.gov.uk
Northern Ireland Office	www.nio.gov.uk

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Prime Minister's Office	www.gov.uk/government/organisations/prime-ministers-office-10-downing-street
Wales Office/National Assembly for Wales	www.wales.gov.uk
Scotland Office	www.gov.scot
The Scottish Parliament	www.scottish.parliament.uk

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British Social Attitudes, NatCen	www.bsa.natcen.ac.uk

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Home Office	www.homeoffice.gov.uk
Police	www.police.co.uk
New Scotland Yard	www.open.gov.uk/police/mps
Amnesty International	www.amnesty.org.uk
Scottish Executive	www.scotland.gov.uk
Northern Ireland Office	www.nio.gov.uk
Law Society	www.lawsociety.org.uk
Bar Council	www.barcouncil.org.uk
Magistrates and judges	www.judiciary.gov.uk/about-the-judiciary/who-are-the-judiciary/judicial-roles/magistrates/

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Trade Union Congress	www.tuc.org.uk
Business in the Community	www.bitc.org.uk
The Work Foundation	www.theworkfoundation.com
Populus opinion polls	www.populuslimited.com
The Industrial Society	www.indsoc.co.uk
The Economist	www.economist.com

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Women's Unit	www.women's-unit.gov.uk
National Assembly for Wales	www.wales.gov.uk
Northern Ireland Executive	www.nics.gov.uk
Scottish Executive	www.scotland.gov.uk
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Department for Education and Skills — www.dfes.gov.uk
The Headmasters' and Headmistresses' Conference (HMC) — www.hmc.org.uk/ www.hmc.org.uk/hmc-schools
Independent Education — www.isis.org.uk
The Times Higher Educational Supplement — www.thes.co.uk
The Times Educational Supplement — www.tes.co.uk
Scottish Executive — www.scotland.gov.uk
National Assembly for Wales — www.wales.gov.uk
Northern Ireland Assembly — www.niassembly.gov.uk
Office for Standards in Education — www.ofsted.gov.uk
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British Broadcasting Corporation	www.bbc.co.uk
BARB	www.barb.co.uk
ITV 1	www.itv.com
Channel 4	www.channel4.com
Channel 5	www.channel5.co.uk
Office of Communications (Ofcom)	www.ofcom.org.uk
Independent Television Commission	www.itc.org.uk
The Press Association	www.pressassociation.com
Independent Press Standards Organisations	www.ipso.co.uk/IPSO
The Times	www.the-times.co.uk
The Guardian	www.guardian.co.uk
The Daily Telegraph	www.telegraph.co.uk
Leveson Inquiry	www.mediareform.org.uk/blog/year-leveson-press-power-still-control

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United Synagogue	www.theus.org.uk
Judaism in the UK	www.jewish.co.uk

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Churches Together in Britain and Ireland   www.ctbi.org.uk
Inter Faith Network for the UK   www.interfaith.org.uk
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UK Sport   www.uksport.gov.uk
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Rugby Football Union	www.rfu.com
Arts Council (England)	www.artscouncil.org.uk
Arts Council of Wales	www.artswales.org.uk
Scottish Arts Council	www.sac.org.uk
Arts Council of Northern Ireland	www.artscouncil-ni.org
Artsonline	www.artsonline.com
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maps
Study materials   http://interactive2.usgs.gov/learningweb/homework_geography.asp
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Sprechfertigkeit und Kulturwissenschaft (Landeskunde): Grade descriptors

SPRECHFERTIGKEIT

GRADE	RANGE	ACCURACY	FLUENCY	PRONUNCIATION	INTERACTION
1	Shows great flexibility formulating ideas. Conveys meaning precisely. Excellent command of idiomatic expressions.	Maintains consistent grammatical control of complex and sophisticated language. Errors are very rare.	Very fluent without any undue hesitations.	Native speaker, virtually complete absence of L1 interference.	No/ isolated examples of inappropriate register.
2	Command of a very broad range of language with which to formulate ideas. Can convey meaning with ease. Largely idiomatic language.	Maintains a high degree of grammatical accuracy. No basic errors at all.	Good fluency. Minor hesitations.	Occasional L1 errors.	Few examples of inappropriate register.
3	Command of a broad range of language but some difficulty in expressing complex ideas precisely. Language may occasionally be unidiomatic.	Shows a relatively high degree of grammatical control. Occasional errors, including some basic errors.	Satisfactory fluency. Some lapses which hardly interfere with basic communication.	Isolated problems (at segmental level) or repetitive strenuous (even if correct) pronunciation.	Awareness of register, but noticeably non-native.
4	Command of a range of language allowing expression of all ideas but lacking complexity and precision. Some unidiomatic language.	Frequent errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	Adequate fluency. Quite a lot of hesitations, false-starts.	Systematic errors, such as suprasegmental problems, heavy accent and/or intonation. One repetition necessary.	Numerous examples of inappropriate style; lack of sensitivity to register.
5	Limited range of language. Inability to express more complex ideas. Language unidiomatic.	Systematically makes basic errors, including Germanisms, some of which may prevent communication.	Inadequate fluency. Very many pauses, false-starts, hesitations, incomplete sentences.	Many errors. 2-3 repetitions necessary.	Stylistically largely inappropriate.
6	Very limited range of language. Inability to express even basic ideas. Language unidiomatic.	Little if any control of grammatical structures. Constant errors.	Complete lack of fluency.	Nearly unintelligible.	Register inappropriate.

Sprechfertigkeit und Kulturwissenschaft (Landeskunde): Grade descriptors

KULTURWISSENSCHAFT

GRADE	CONTENT / RANGE	STRUCTURE	FLEXIBILITY OF THINKING
1	Highly relevant content with appropriate detail/examples/ in-depth knowledge.	Very well organised. Balance between a general overview and detail.	Natural sounding response to questions. Excellent ability to analyse, differentiate and compare. Volunteers information.
2	Good content, possibly with minor omissions.	Well organised.	Able to analyse, differentiate and compare. Responds to questions without much prompting.
3	Satisfactory content. May be lacking in adequate detail.	Organisation not always logical/clear.	Basic ability to go beyond stereotypes/ rote learning. Responds to questions after prompting.
4	Adequate content with obvious omissions.	Rudimentary organisation.	A tendency to think in stereotypes. Strong evidence of rote learning. Occasionally cannot answer questions after prompting.
5	Inadequate content, superficial or inaccurate knowledge.	Badly organised.	Only evidence of rote learning. Cannot answer questions, even after prompting.
6	Incorrect information, complete lack of basic knowledge. Irrelevant content, no idea of current events.	Completely incoherent.	Absolutely no ability to analyse, differentiate or compare. Misunderstands questions.