
AS

GERMAN

7661/3T+7661/3V

PAPER 3 SPEAKING

Mark scheme

V2.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' performances. Alternative performances not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual performances which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark-scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

During the discussion on each stimulus card students are required to ask a question – thus 2 questions across the test as a whole - arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

As the asking of questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement. Sample questions to show the sort of questions students could ask are shown in this mark scheme.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9-10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7-8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5-6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3-4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1-2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Idiom refers to a form of expression that is particular to the target language.

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Minor errors include:

incorrect gender (unless the meaning is changed);
incorrect adjectival endings;
incorrect case endings, including pronouns.

Serious errors include:

incorrect verb forms;
incorrect word order in main and subordinate clauses.

Complex language includes:

subordinate and relative clauses;
conditional clauses;
infinitive clauses with zu;
prepositions with a non-literal meaning eg sich interessieren für;
object pronouns;
adjectival and masculine weak nouns.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9-10	Very good critical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
7-8	Good critical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
5-6	Reasonable critical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
3-4	Limited critical response Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
1-2	Very limited critical response Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.	
0	Nothing in the performance is worthy of a mark	

The following indicative content is provided as examples.

Indicative content

Karte A: Deutschlands Eltern werden älter!

General

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Aus welchen Gründen wollen immer mehr deutsche Eltern erst Kinder haben, wenn sie schon älter sind?*

Student responses may cover some of the following:

People getting married/forming enduring partnerships at a later age; more women in work, also in higher positions; unwillingness of women to have early/long career breaks; financial considerations; cost of bringing up children; increase in second marriages; better pre- and post-natal care for older women; perceived lack of support for children in general in today's society.

- *Wie denken Sie über späte Elternschaft?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Surprise at statistical information; reference to other source materials that confirm/contradict the information; positive/critical views on the listed reasons for late parenthood; possible advantages/disadvantages for children with older parents; reference to knowledge regarding this issue in German-speaking countries outside Germany; speculation about trend in the future; the need for more family-friendly policies.

- *Wie hat sich die Familie in Deutschland, in Österreich oder in der Schweiz in den letzten Jahren verändert?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

The lasting/decreasing importance of the traditional family; general decline in number of children per family; increase in the number of single parent families/so-called patchwork families; role of fathers/mothers in the family; trends in divorce numbers; trends in the number of marriages versus cohabiting couples; contrast between indigenous and immigrant families; same-sex couples/civil partnerships/marriage; influence of recent high-profile politicians with responsibility for the family; legislation around maternity/paternity leave; mothers as main breadwinners; fathers as full time carers

for their children; three generations living together (*'Mehrgenerationenhaus'*); grown-up children living/having to live with parents; additional pressures through care for older members of the family.

Below are some examples of the sorts of questions students could ask.

- *Hat die Kernfamilie Ihrer Meinung nach eine Zukunft?*
- *Wie denken Sie über die Homo-Ehe?*
- *Wie kann der Staat Familien am besten unterstützen?*
- *Wie sieht Ihrer Meinung nach ein glückliches Familienleben aus?*

Indicative content

Karte B: Die Familie – ein positives Bild

General

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Inwiefern zeigt die Studie ein positives Bild der Familie in Deutschland?*

Student responses may cover some of the following:

Family life providing mutual trust and support; a feeling of belonging and harmony; families undertaking activities together; length of time spent together daily as stated on the card; possible expression of surprise at this figure; opportunity to talk together; reference to the photo showing a happy family; reference to own family life.

- *Welche negativen Aspekte kann es im Familienleben geben?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Possible conflict between generation; occasional lack of understanding between parents and children; parents often not at home through work; stressed when they are at home; long working hours making hours spent together often unlikely; topics causing arguments e.g. school work, friends, homework, clothes, helping at home, coming home late, use of social media/technology; reference to own experience.

- *Welche Unterschiede gibt es Ihrer Meinung nach zwischen Familien in Großbritannien und Familien in dem deutschsprachigen Land, das Sie studiert haben?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant materials encountered while studying the sub-theme; knowledge gained through internet, television, social media; contrast between the ideas/importance of family life in different countries; contrast between the different types of family in GB and German speaking countries; divorce rates; legal situation in German-speaking countries regarding same sex marriage, adoption by same sex couples etc; one or both parents working; how different school systems impact on family life; amount of time spent together; difference in legislation regarding maternity/paternity leave; perception of the role

of mothers/fathers within the family; age at which the children leave home; more frequent occurrence of three generations living under one roof; own experiences/observations while staying with a German/Austrian/Swiss family.

Below are some examples of the sorts of questions students could ask.

- *Welche Rolle spielt die Familie in unserer Gesellschaft?*
- *Welche Konflikte gibt es in einer Familie oft?*
- *Müssen Eltern Ihrer Meinung nach verheiratet sein?*
- *Wie denken Sie über alleinerziehende Eltern?*

Indicative content

Karte C: Kostenloses Internet überall?

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Welches Problem wird hier beschrieben?*

Student responses may cover some of the following:

Free internet access in public places being widespread in many countries; restricted availability in German towns; plans to increase public access to free internet; majority of people now in possession of smart phones; examples where free public internet access can be helpful/vital; reference to pictures on the card; own use of internet in public.

- *Ist es Ihrer Meinung nach wichtig, dass man überall kostenlos im Internet surfen kann? Warum (nicht)?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Internet a vital part of daily life; the widespread use of the internet e.g. maps, research, emails, social media, staying in touch, entertainment, shopping, online banking; mobile data rather than wifi being very expensive; young people and their phone bills; disadvantages of permanent and ubiquitous internet access e.g. increasing lack of face to face communication, online bullying, less control by parents over children, no strict separation between work and free time etc; commenting on own practice regarding the use of the internet.

- *Was wissen Sie über die Rolle der digitalen Technologie in Deutschland, in Österreich oder in der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant material encountered while studying the sub-theme; whether there are any genuine differences between German-speaking countries and Britain; popularity of mobile phones among young people; discussion about children and mobile phones; downloading music and films; rise of online shopping; worries about cyber-bullying/ computer addiction/violent computer games; concerns

about data protection; generation gap in the use of digital technology; role of digital technology in schools; personal observations made during own visit to a German-speaking country.

Below are some examples of the sorts of questions students could ask.

- *Wie wichtig ist das Internet für Sie?*
- *Benutzen Sie soziale Netzwerke?*
- *Sind wir Ihrer Meinung nach zu abhängig vom Internet?*
- *Welche Nachteile oder Gefahren kann das Internet haben?*

Indicative content

Karte D: Der Siegeszug des Handys

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was zeigt die Statistik?*

Student responses may cover some of the following:

Summarising the statistical information on the card; rapid increase in the use of mobile phones; personal reaction to the figures; comment/speculation on whether the same is true for Britain.

- *Welche Gründe gibt es Ihrer Meinung nach für die Beliebtheit des Mobiltelefons?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Convenience of mobile phones; to be used everywhere; instant communication; important for parents to know where their children are; increased functionality of mobile phones e.g. texting, camera, diary, calendar, clock, listening to music, watching films/TV, access to social media, huge range of apps, playing games; mobile phones as a fashion statement for young people; reference to own use.

- *Was wissen Sie über die Einstellung zu digitaler Technologie unter Jugendlichen in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant materials encountered while studying the sub-theme; whether there are any real differences between German-speaking countries and Britain; popularity of mobile phones among young people; use of social media; popularity of downloading music and films; use of apps; online shopping; young people often careless about personal data protection; problem of cyber-bullying; popularity of computer games; use of digital technology in schools; personal observations made during own visit to a German-speaking country/ stay with a German-speaking family.

Below are some examples of the sorts of questions students could ask.

- *Wozu benutzen Sie das Handy?*
- *Könnten Sie ohne Handy leben?*
- *Sollten Kinder Ihrer Meinung nach ein Handy haben?*
- *Wann und wo sollte es Ihrer Meinung nach verboten sein, ein Handy zu benutzen?*

Indicative content**Karte E: Casting-Shows - immer noch populär**

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man hier über Casting-Shows?*

Student responses may cover some of the following:

Reference to large number of casting shows currently on television in Germany; explaining the nature of casting shows; reference to/comments about the titles presented on the card; large proportion of young people watching them; contrast in popularity between genders; comment/speculation about reasons for this; personal opinion about this type of television programme; contrasting the information on the card with British television; possible reference to having seen one of the programmes shown on the card.

- *Welche Gründe gibt es Ihrer Meinung nach für die Beliebtheit von solchen Sendungen?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Ordinary people taking part; desire to fulfil one's dreams of fame/life as a singer etc; initial episodes often very funny; viewers' influence on the outcome by voting; no concentration needed; television as escapism; pure entertainment; viewers taking pleasure in participants' misfortune/embarrassment; creating new stars in the areas of music and fashion; own possible participation in the future and reasons why or why not; how popular such shows are among own friends/family members.

- *Welche Rolle spielt das Fernsehen für Jugendliche in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant materials encountered while studying the sub-theme; knowledge gained from internet, social media, television etc; length of time spent by young people watching TV; reasons for watching TV e.g. information, education, entertainment, relaxation; watching TV alone or with family/friends; decline in watching television on a traditional set in favour of computer/ tablet/ internet; popular programmes for young people in German-speaking countries; comparison with situation in

Britain; popularity of interactive television; reference to/opinions about TV programmes watched while staying with a German-speaking family; communication about television with German/Austrian/Swiss friends.

Below are some examples of the sorts of questions students could ask.

- *Sehen Sie gern Casting-Shows/Talent-Shows?*
- *Können diese Sendungen Ihrer Meinung nach Nachteile für die Teilnehmer haben?*
- *Welche Rolle spielt das Fernsehen für Sie?*
- *Haben Sie jemals eine dieser Casting-Shows gesehen?*

Indicative content

Karte F: Rock und Pop auf Deutsch

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man hier über die Band „Tonbandgerät“?*

Student responses may cover some of the following:

Reference to size of group; where/when and by whom it was founded; lyrics being characterised as positive and simple; lyrics in German rather than English; reason for writing German texts; successful concerts in USA; surprise at this as audience would not always understand the lyrics; reference to proportion of German language now used in German pop and rock music; traditional dominance of English in German pop and rock music; possible reference to other German bands using either English or German lyrics.

- *Wie denken Sie über diese Informationen?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Surprise at fairly high proportion of German language used by German-speaking groups; speculation about reasons for this; possible reasons for the group's success at home and abroad; personal opinions about non-English lyrics; expressing agreement/sympathy with the band's reason for singing in their own language; speculation about the longevity of a band founded by very young people; German rock/pop music generally not well known in other countries; reference to German groups that have been successful outside their home country; personal reasons for wanting/not wanting to attend this band's concerts or buy their songs.

- *Welche Rolle spielt Rock- und Popmusik bei Jugendlichen in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant materials encountered while studying the sub-theme; insight gained from internet, music sites, social media; reference to what sort of music is listened to by young people in German-speaking countries; whether there are any differences between them and young British people;

popularity of rock/pop concerts; music festivals in Germany/Austria/Switzerland; influence of the internet; how young people listen to music; attitudes to legal/illegal downloads; reference to current music trends in German-speaking countries; personal experience with listening to music/attending events in a German-speaking country.

Below are some examples of the sorts of questions students could ask.

- *Welche Art von Musik hören Sie gern?*
- *Spielen Sie ein Instrument?*
- *Wann waren Sie das letzte Mal in einem Konzert?*
- *Kennen Sie deutsche Pop- und Rockmusik?*

Indicative content

Karte G: Weihnachtsmärkte – eine alte Tradition

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man hier über Weihnachtsmärkte in Deutschland oder Österreich?*

Student responses may cover some of the following:

Reference to/surprise about the Christmas markets going back ca 700 years; reference to the images on the card describing the character/atmosphere of Christmas markets; reference to the international popularity/large number of international visitors; economic benefit for the town; Christmas markets being imitated in Great Britain; own visits to a German/Austrian Christmas market.

- *Warum sind Weihnachtsmärkte Ihrer Meinung nach so beliebt?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Importance of Advent weeks in German/Austrian culture; enhanced appeal of these markets in areas with harsh/snowy winters; reference to historical knowledge about the origin of Christmas markets; importance of upholding longstanding traditions in German-speaking societies/cultures; attraction of goods on offer to different age groups; Christmas market as a focal point of community life; brightening the dark winter days; creating festive mood through music, special food/drink, decorations; describing own reaction to a personal visit.

- *Was wissen Sie über andere Traditionen in Deutschland, Österreich oder in der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to knowledge about a range of traditions - whether widely observed or very regional - gained during the wider study of the sub-theme and/or visits to a German-speaking country; traditions on religious feast days such as *St. Nikolaus*, *St. Martin*, *Allerheiligen*, *Heiliger Abend*, *Silvester*, *Ostern*; special traditions in alpine regions; festivities such as *Karneval/Fasching*, *Kirchweih*, *Schützenfest*, *Oktoberfest*; traditions observed by families on occasions such as christenings, first day at school, weddings etc.; more recent introduction of Halloween; reference to traditions/feasts within immigrant communities.

Below are some examples of the sorts of questions students could ask.

- *Haben Sie einen Weihnachtsmarkt in Deutschland oder Österreich besucht?*
- *Finden Sie, dass Weihnachten heutzutage zu kommerziell ist?*
- *Welche Traditionen gibt es in Ihrer Familie?*
- *Welche Feste oder Traditionen in Deutschland oder Österreich finden Sie besonders schön?*

Indicative content

Karte H: Ein Meer von Lichtern

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Warum ist das Kölner Lichterfest ein besonderes Event?*

Student responses may cover some of the following:

Taking place at night; the Rhine as central focus; impressive sight of illuminated boats; spectacles like real fires and fireworks; parties and concerts for everybody; taking place every year; unusual idea of a festival around light; a relatively short time in existence compared with much older festivals and traditions; big attraction for local population and outside visitors.

- *Sind Ihrer Meinung nach solche Feste für die Bürger eines Ortes wichtig? Warum (nicht)?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Value of celebrating together; pride in own town/village; furthering community spirit; involving all age groups; something to look forward to; making own town/village known beyond its boundaries; economic benefit through tourists/visitors; need to uphold traditions; possible problems for policing large crowds; critical view with regard to cost and relevance.

- *Was wissen Sie über andere Feste in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Christmas and Easter traditions; importance of *Karneval/Fasching* in many regions; other local festivals like *Kirchweih*, *Oktoberfest*, *Mitsommer* etc.; importance of rural festivals like *Erntedankfest*, *Weinfeste* etc; having witnessed/participated in a festival during visit to Germany/Austria/Switzerland; economic importance of festivals communities through attracting visitors from outside; increasing commercialism of traditional events; description of special/traditional costumes worn at festivals; introduction of 'new' festivals by immigrants; possible contact with local people at such events.

Below are some examples of the sorts of questions students could ask.

- *Haben Sie Köln schon einmal besucht?*
- *Würden Sie dieses Lichterfest gern besuchen?*
- *Kann es auf großen Festen Probleme geben?*
- *Was ist Ihrer Meinung nach das schönste/wichtigste Fest in Deutschland/Österreich/der Schweiz?*

Indicative content

Karte I: Deine Stadt neu entdecken!

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was ist das Besondere an diesem Event in München?*

Student responses may cover some of the following:

Reference to the date, place and name; citizens being able to view/visit buildings/parts of buildings usually not accessible to them; different styles of old and modern architecture; no charge for viewing the buildings; speculation about what kind of buildings were open to the public; reference to length of event; expressing surprise at such an event to be held in a major city; reference to the great number of people making use of this opportunity; speculation about the organisers' motives behind this event.

- *Warum war es Ihrer Meinung nach so erfolgreich?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Event held in the evening hours; opportunity for working people to participate; natural curiosity of people to see unfamiliar places; often walking past buildings without knowing anything about its interior; learning something about the city/institutions; opportunity to visit unfamiliar parts of the city; meeting interesting people working inside the buildings; citizens' pride in their town; free of charge; doing something unusual with friends/families; a highlight in a dark and uneventful month; whether such an event would be popular in own town.

- *Was wissen Sie über die Architektur in deutschen, österreichischen oder Schweizer Städten?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to a specific building/specific buildings/town in any of the German-speaking countries; describing main features of its/their architectural style; expressing opinions about specific buildings/architectural styles; reference to own visit/s to a German-speaking country; modern use of old buildings; how local population values their architectural heritage; preservation/renovation of old towns/town centres/buildings; reference to destruction of many towns/buildings during second world war; post-war rebuilding; buildings/towns on the Unesco world heritage list in Germany/Austria/Switzerland;

possible reference to an influential architect/group of architects; people's attitudes to modern architecture.

Below are some examples of the sorts of questions students could ask.

- *Interessieren Sie sich für Architektur?*
- *Haben Sie eine Lieblingsstadt?*
- *Wie denken Sie über moderne Gebäude?*
- *Würden Sie an einem Event wie in München teilnehmen?*

Indicative content

Karte J: Ein Museum feiert Geburtstag

General

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man über dem Museum?*

Student responses may cover some of the following:

Reference to the museum's anniversary; comment on the fact that it was founded by an individual person; reflecting on the need for a modern extension; different types of art in the museum; age range of exhibits; the special projects taking place; wide range of target groups; Frankfurt as a major German city although usually connected with finance/banking.

- *Wie denken Sie über die verschiedenen Projekte in diesem Museum?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Value of introducing pupils at an early age to works of art; benefit of looking/touching/talking about art for disadvantaged sections of the population; possible problems; other potential target groups; attempts by museums/galleries to widen their appeal; other potential target groups; necessity to maintain/increase visitor numbers; reference to similar projects encountered in the wider study of the sub-theme; reference to very popular museums/galleries in German-speaking countries; difficult financial situation for some museums/galleries.

- *Was wissen Sie im Allgemeinen über die Rolle der Kunst in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme relating to German-speaking countries. Responses could include justified points of view and conclusions based on understanding. This could include:

A personal visit of an art institution in a German-speaking country; knowledge of a/some famous German/Austrian/Swiss artist/s; personal opinion about some artists/artistic styles; importance of museums/galleries for German/Austrian/Swiss citizens; popularity of special art exhibitions; role of art in tourism; recent tradition of 'long night of museums' in many towns; comment on entrance fees as a possible deterrence for visitors; art as a subject in schools; public works of art in towns/cities/villages; street art.

Below are some examples of the sorts of questions students could ask.

- *Gehen Sie gern ins Museum oder in die Galerie?*
- *Welche Maler mögen Sie am liebsten?*
- *Wie denken Sie über moderne Kunst?*
- *Sollte der Eintritt in große Museen Ihrer Meinung nach kostenlos sein?*

Indicative content

Karte K: Berlin für junge Leute - online

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man über den Internetblog iHeartBerlin?*

Student responses may cover some of the following:

Initiative by an individual citizen; age group it aims at; daily updates; the blog's popularity judging from the number of hits and followers; wide variety of aspects covered by the blog; reference to difference in interests between different age groups; nature of blog items; possible reference to the picture on the card showing a private art gallery.

- *Warum ist dieser Blog Ihrer Meinung nach so erfolgreich geworden?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Medium of internet accessible to most young people; commenting on the conspicuous/unusual English name of blog; photos and short texts attractive to young people; blog 'filtering' out a selection of relevant events from the vast range of cultural life in Berlin; traditional forms of advertising for events not reaching many young people; fashion, music events and parties of particular interest to younger people; speculation about whether the blog might also attract 'older' citizens; whether student would use this kind of blog him/herself; possible critical view about the blog being one-sided/narrow/subjective.

- *Inwiefern bietet Berlin Kultur für alle Altersgruppen?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to materials encountered while studying the sub-theme; large number of museums, theatres, music venues, cabaret, cinemas, galleries; different kinds of music events for all ages and tastes; street art; film festivals; vibrant student culture; more detailed description/evaluation of a particular venue/cultural event; possible experiences during own visit to Berlin; wide variety of population and cultures; Berlin attracting artists from around the world; possible reference to financial constraints for some/many cultural institutions.

Below are some examples of the sorts of questions students could ask.

- *Haben Sie Berlin schon besucht?*
- *Was würden Sie als Tourist in Berlin am liebsten machen/sehen?*
- *Sollte jede große Stadt so einen Blog für junge Leute haben?*
- *Warum ist Berlin Ihrer Meinung nach ein beliebtes Reiseziel?*

Indicative content

Karte L: Berlin – Stadt der Superlative

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Warum ist Berlin ein beliebtes Ziel für Touristen?*

Student responses may cover some of the following:

Reference to the statistics demonstrating the popularity of Berlin as a tourist destination; expressing surprise at the rise in visitor numbers; commenting on some/all of the depicted tourist attractions; Berlin as a city full of history; Berlin as a political centre; concentration of art on *Museumsinsel*; something for all ages and tastes; reference to own visit/visits to Berlin; reference to the changes/developments in the city after unification.

- *Welche von diesen Sehenswürdigkeiten würden Sie am liebsten besuchen? Warum?*

This question will invite the student to evaluate the information on the card and possibly link it with knowledge and views gained through the study of the sub-theme. Thoughtful and developed answers would include developed arguments and justified points of view. They could include material in relation to:

Personal views/preferences supported by reasons; *Brandenburger Tor* as a symbol of history; *Reichstag* as the focus of political life; personal interest in art/artefacts/archaeology; different activities when on holiday with family or on a school trip; reasons for not visiting a tourist attraction; reference to own visit/s in the past; critical opinion about some sights attracting too many tourists.

- *Was wissen Sie über Berlin als Kulturstadt im Allgemeinen?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. Responses could include justified points of view and conclusions based on understanding. This could include:

Reference to relevant materials encountered while studying the sub-theme; large number of museums, theatres, music venues, cinemas, galleries etc; examples of major annual events such as *Berlinale* film festival, fashion week etc; music of all genres on offer; Berlin's role as capital city; more detailed description/evaluation of a particular venue/cultural event; possible experiences during own visit to Berlin; reference to changes in the years following unification; wide variety of population and cultures; Berlin attracting artists from around the world; rich and varied student culture; comparing Berlin to other major cities; possible reference to financial constraints for cultural institutions.

Below are some examples of the sorts of questions students could ask.

- *Ist Berlin Ihrer Meinung nach die interessanteste Stadt in Deutschland?*
- *Welche dieser Sehenswürdigkeiten würden Sie am liebsten besuchen?*
- *Warum ist das Brandenburger Tor ein Symbol für die Teilung und Wiedervereinigung Deutschlands?*
- *Hat der Tourismus Ihrer Meinung nach nur Vorteile für Berlin?*

