



AQA qualification support

AS and A-level German

Preparing to teach the new specifications

Mark Schemes and Assessment Criteria

BOOKLET 3

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Mark Scheme - A-level German - Paper 2

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect spellings (unless the meaning is changed);
 misuse of lower case and capital letters;
 incorrect gender (unless the meaning is changed);
 incorrect adjectival endings.

Serious errors include:

incorrect verb forms;
 incorrect case endings, including pronouns;
 incorrect word order in main and subordinate clauses.

Complex language includes:

subordinate and relative clauses;
 conditional clauses;
 infinitive clauses with zu;
 subjunctive of indirect speech;
 prepositions with a non-literal meaning eg sich interessieren für;
 object pronouns;
 complex adjectival phrases eg die in Hamburg veröffentlichte Studie;
 adjectival and masculine weak nouns.

A04

17-20	<p>Excellent critical and analytical response to the question set</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates excellent evaluation.</p>
13-16	<p>Good critical and analytical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates good evaluation.</p>
9-12	<p>Reasonable critical and analytical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates reasonable evaluation.</p>
5- 8	<p>Limited critical and analytical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates limited evaluation.</p>
1-4	<p>Very limited critical and analytical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay therefore demonstrates very limited evaluation.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 12.1

Das Leben der Anderen

Inwiefern spielt Gerd Wiesler eine Heldenrolle im Film?

[40 marks]

Possible content

From staunch, brutal Stasi member, Wiesler becomes the unlikely hero of the film.

According to the dictionary, a **hero** is a person or character who, in the face of danger and adversity, displays courage or self-sacrifice - that is, heroism - for some greater good.

We witness a gradual change in Wiesler.

Wiesler is not actually like his fellow officers; he refuses to sit at the officers' table.

He wants to conduct the surveillance of Dreyman and Christa-Maria alone, as he trusts nobody.

A lonely man, Wiesler is affected by the love which Dreyman and Christa-Maria have. Wiesler at first covers for them because he is beginning to care about them. He is also disgusted by the selfish motives of his superiors, eg Hempf.

By protecting Dreyman, Wiesler is putting his own life at risk. In fact, he is unaware, until the end, that he himself has been under surveillance all along.

The sacrifice he makes is that of losing his powerful position in the Stasi. He is reduced to opening letters in the basement of the Stasi headquarters.

The *Sonate zum guten Menschen* has been given to Dreyman by Jerska shortly before he commits suicide. Wiesler hears it being played in Dreyman's flat. Wiesler is moved to tears by the sheer emotion that he feels upon hearing the music.

This is the beginning of Wiesler's own Wendepunkt.

Other examples are: the small boy in the lift, the typewriter under the floorboards.

He does not alert the Stasi to Dreyman's attempt to smuggle a child over the border.

At the end, Wiesler has a mundane job delivering leaflets.

Although he has lost his power and status, he seems to be more content. When he sees that Dreyman has dedicated his novel entitled the *Sonate zum guten Menschen* "to HGWXX/7, with gratitude", he is satisfied that he has taken the correct route.

Question 12.2

Das Leben der Anderen

Wie und mit welchem Erfolg hat das DDR-Regime seine Macht auf die Bevölkerung ausgeübt? Welche Beweise findet man dafür im Film?

[40 marks]

Possible content

The methods employed by the Stasi are most effective in controlling the people and preventing freedom of opinion.

Wiesler as interrogator.

Wiesler's approach to challenge from his students.

Up to one in every six East Germans worked as an Inoffizieller Mitarbeiter, ie a spy. Even Hauptmann Wiesler is being spied upon himself.

When watching the play directed by Dreyman, Wiesler uses opera glasses to spy on him.

The greatest example of surveillance is of Dreyman and Christa-Maria.

The Stasi were ruthless in dealing with critics of the regime. Dreyman's friend Jerska even commits suicide as a result of his anti-government opinions. The Stasi will not allow him to work and he is unable to come to terms with this.

Wiesler challenges Dreyman's neighbour, Frau Meineke, whom he believes knows about the surveillance. He warns her that her daughter will lose her college place if she tells anyone.

Wiesler himself is saved from certain imprisonment by his superiors. He is given a mundane job opening mail in the basement of the Stasi headquarters.

The most distrusted section of the community are probably the "Artists", such as Jerska and Dreyman, whose reputation in both East and West cannot be overlooked.

Without Wiesler's change of moral outlook, it is clear that the Stasi methods would have been completely successful, since they ruled over the people with absolute power.

Questions 02 – 17 Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 250 words. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3	
13-15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7-9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.
4-6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect spellings (unless the meaning is changed);
 misuse of lower case and capital letters;
 incorrect gender (unless the meaning is changed);
 incorrect adjectival endings.

Serious errors include:

incorrect verb forms;
 incorrect case endings, including pronouns;
 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.

AO4	
17-20	<p>Very good critical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
13-16	<p>Good critical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
9-12	<p>Reasonable critical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
5- 8	<p>Limited critical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Students rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
1-4	<p>Very limited critical response to the question set</p> <p>Very little knowledge of the text or film is demonstrated. Students very rarely use appropriate evidence to justify their points of view and draw conclusions based on their understanding of the text or film.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Question 11.2

Schlink: Der Vorleser

Untersuchen Sie die Rolle von Hanna in dem Roman.

Sie können die folgenden Stichpunkte benutzen:

- Hanna als sympathischer Mensch im ersten Teil des Romans
- Hannas Beziehung zu Michael
- Hannas Analphabetismus – Erklärung für ihre Aktionen
- das dunkle Geheimnis von Hannas Vergangenheit

[35 marks]

Possible content

- The novel opens with an act of kindness: Hanna cleans Michael up when he was taken ill on the street.
He actively seeks her company because she makes him happy and confident.
They share simple pleasures in his reading aloud to her, bathing, sex and even a short holiday together.
She makes sure he does his homework and stresses the importance of education; she is „mütterlich“ in some ways.
- There is an unlikely age gap – she is 20 years older. Hanna wields the power and exerts the influence in the relationship.

At first Hanna is a well-meaning older woman, but could be considered a manipulative temptress; they are lovers within a very short space of time.

Hanna refuses Michael any large part in her life; Michael remains the submissive partner in this relationship.

Despite the brevity of their relationship (seven months) it affects Michael throughout his life.

- Evidence – reading to her, asking his name, the note he left, the map reading.

Hanna refused promotion at Siemens because she would need to be literate. Instead she served in the SS, triggering later fatal events.

She was unable to raise objections in the courtroom because she had not read the charges against her.

Her inability to read the statement she signed condemns her; she admitted in court to signing the report in order to avoid confrontation with a handwriting expert.

- She does not reveal anything to Michael or allude to her past despite their intimate relationship.

She was part of the terrible deed of allowing people to die in horrific circumstances when she could have opened the doors of the burning church.

She tried to show kindness to young women on their way to extermination camps but still had to send them to eventual execution.

Through her dark past the themes of „Schuld- und Schamgefühle“ and „Vergangenheitsbewältigung“ are brought into the open.

Question 13.2

Das Leben der Anderen:

Welchen Effekt hat die Überwachung von Georg Dreyman und Christa-Maria Sieland auf Gerd Wiesler? Inwiefern könnte man ihn als Held beschreiben?

Sie können die folgenden Stichpunkte benutzen:

- Das Image von Gerd Wiesler am Anfang des Films
- Der Einfluss von Liebe, Kunst und Kreativität auf Wiesler
- Die Beziehung zwischen Beobachter und Beobachteten und die Bedeutung davon
- Bewertung von Wieslers neuem Leben nach der Wende und der Vergleich mit seinem alten Status

[35 marks]

Possible content

- Wiesler as torturer/interrogator.

Wiesler is loyal to the GDR, keen to rid the GDR of those who threaten it.

Wiesler is very systematic. He challenges Dreyman's neighbour, Frau Meineke.

- Wiesler's life is colourless; his home is grey, drab, and Wiesler is a lonely man.

He appears to be loveless, and his only driving force appears to be the regime.

His jealousy of the relationship between Dreyman and Christa-Maria.

All literature in the DDR is subject to censorship.

Effect of hearing *Sonate zum guten Menschen*.

- Dreyman's awareness that he is being observed by Wiesler and his sympathy for the regime.

Evidence that Wiesler is drawn to Dreyman and Christa.

- Dreyman secures his own records after the Wende and discovers beneficial misinformation, all attributed to Stasi agent HGW XX/7.

The file's final entry notes the transfer and demotion of HGW XX/7, who is blamed for the failure of the operation.

Dreyman looks up HGW XX/7's real name and tracks down Wiesler.

Although Wiesler has lost his power and status, he seems to be more content.

Upon finding that Dreyman's novel (*Sonate zum guten Menschen*) is dedicated "to HGWXX/7, with gratitude", Wiesler is satisfied that he has taken the correct route.

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- Das Image von Gerd Wiesler am Anfang des Films
- Der Einfluss von Liebe, Kunst und Kreativität auf Wiesler
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- Wiesler's life is colourless; his home is grey, drab, and Wiesler is a lonely man.

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Mark Scheme - A-level German - Speaking

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 corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

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

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

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

Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing 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.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
2	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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 OF SUB-THEME		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.	

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

Notes

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

DISCUSSION OF SUB-THEME		Assessment Objective 3
Mark	Descriptors	
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.	
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.	
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.	
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.	
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

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.

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

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;
 subjunctive of indirect speech;
 prepositions with a non-literal meaning eg sich interessieren für;
 object pronouns;
 complex adjectival phrases eg die in Hamburg veröffentlichte Studie;
 adjectival and masculine weak nouns.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.</p>	
4	<p>Good critical and analytical response Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.</p>	
3	<p>Reasonable critical and analytical response Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.</p>	
2	<p>Limited critical and analytical response Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.</p>	
1	<p>Very limited critical and analytical response A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

The following indicative content is provided as examples.

Indicative content

Karte B: Sicher online gehen

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 Ziel hat die Webseite Klicksafe und wie versucht sie, dieses Ziel zu erreichen?*

Student responses may cover some of the following:

The aim to keep children and teenagers safe when using the internet; the role that teachers and parents play; the need to reach and support parents and teachers; availability and usefulness of educational materials for schools and home; games and quizzes as appealing materials for children and teenagers; the use of digital media as part of the school curriculum.

- *Wie sinnvoll ist eine solche Webseite Ihrer Meinung nach?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include supported arguments and justified conclusions. They could include:

Widespread and increasing problems and dangers encountered by young people using the internet: protecting personal data, cyber mobbing, contacts with unsuitable persons, violence and pornography, becoming addicted, being radicalised; reaching a lot of users through online materials; reference to other educational websites or similar materials encountered during the wider study; relating own experiences with the issues in question; young people more likely to react positively to online materials rather than printed ones; learning through playing.

- *Welche Rolle spielt die digitale Technologie 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 studied. This knowledge can relate to any German speaking country. Responses could include supported arguments and justified conclusions in relation to:

Popularity of mobile phones/tablets especially among younger age groups; use of/dependency on computer/internet in the home and workplace; computer technology in German /Austrian/ Swiss schools; worries about health/social problems resulting from excessive use of computers/mobile phones; computer literacy within the older age group; role of social media; legislation for data protection/privacy; popularity of online shopping.

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

- *Wie oft /wozu benutzen Sie das Internet?*
- *Machen Sie sich Sorgen wegen Ihrer persönlichen Daten?*
- *Wie denken Sie über soziale Medien wie Facebook?*
- *Was sind Ihrer Meinung nach die größten Vorteile/Nachteile des Internets?*

Indicative content

Karte L: 25 Jahre Freiheit!

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 demonstrating 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 will normally not 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:

- *Wie wurde der Jahrestag des Mauerfalls in Berlin gefeiert?*

Student responses may cover some of the following:

Major festivities in Berlin, probably in the whole of Germany; *Brandenburger Tor* as a focal point of celebrations; illustrating/remembering the former route of the wall; exhibitions/films to inform about events 25 years ago; visitors from all over the world to share in the celebrations/commemorations; some reference to the dramatic events of November 1989; comment about the motto of the festivities.

- *Welche Gefühle hatten Ihrer Meinung nach die Berliner, die an den Feiern teilnahmen?*

This question invites the student to evaluate the information on the card and to express opinions. Thoughtful and developed answers could include supported arguments and justified conclusions. They could include:

Remembering the joyful events of 1989; gratitude about the peaceful revolution in the GDR; reminiscing about what they did on that night; still a feeling of disbelief; sadness when thinking about the victims of Berlin Wall; the need to tell young people about these historic event; perhaps some feelings of nostalgia for life in the GDR; reflecting on the changes to everyday life in the former GDR/new *Bundesländer*; wanting to show the world Berlin of today at its best; simply enjoying the party/the lights/fireworks.

- *Inwiefern war der Fall der Berliner Mauer ein bedeutendes Ereignis?*

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 studied. This knowledge can relate to any German speaking country. Responses could include supported arguments and justified conclusions in relation to:

The wall as a symbol of the cold war/hostile attitudes between East and West; division of Europe; almost impenetrable border for 40 years; refugees from the GDR to the west; Monday demonstrations in Leipzig; increasing demands among the population of the GDR for reform; unrest in other Eastern block countries; fall of the wall as a starting point on the road to unification; freedom to travel/visit for GDR citizens; demand from people on both sides for a unified Germany; disbanding of the allied occupational powers in Berlin; disintegration of the Warsaw pact/Soviet Union in the wake of events in 1989; formal end to post-war allied powers in Germany.

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

- *Haben Sie die Berliner Mauer einmal gesehen?*
- *Wo und wie haben Sie von dem Fall der Berliner Mauer erfahren?*
- *Was hätten Sie gemacht, wenn Sie am 9. November 1989 in Berlin gewesen wären?*
- *Wie denken Sie über die Wiedervereinigung von Deutschland?*

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
5	Thorough knowledge and understanding of the area of study are evident in the presentation.	
4	Good knowledge and understanding of the area of study are evident in the presentation.	
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.	
2	Limited knowledge and understanding of the area of study are evident in the presentation.	
1	Very limited knowledge and understanding of the area of study are evident in the presentation.	
0	Nothing in the presentation is worthy of a mark.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
Mark	Descriptors	
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.	
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.	
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.	
3-4	Delivery is rarely fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1-2	Delivery lacks fluency throughout. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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.

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.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
Mark	Descriptors
9-10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7-8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5-6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3-4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1-2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

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

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;
subjunctive of indirect speech;
prepositions with a non-literal meaning eg sich interessieren für;
object pronouns;
complex adjectival phrases eg die in Hamburg veröffentlichte Studie;
adjectival and masculine weak nouns.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9-10	<p>Excellent critical and analytical response From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p>
7-8	<p>Good critical and analytical response From the research carried out, the student has acquired good knowledge and understanding of culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p>
5-6	<p>Reasonable critical and analytical response From the research carried out, the student has acquired reasonable knowledge and understanding of culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p>
3-4	<p>Limited critical and analytical response From the research carried out, the student has acquired limited knowledge and understanding of culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p>
1-2	<p>Very limited critical and analytical response From the research carried out, the student has acquired very limited knowledge and understanding of culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p>
0	The student fails completely to engage with the discussion.

Notes

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.

How the Individual Research Project will be assessed in the A-level speaking NEA

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting between 9 to 10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

The presentation:

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterize a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterize a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.

Generic content for the individual research project discussion at 5 levels of performance

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshaling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshaling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshaling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.

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 – TOPIC 1 AND TOPIC 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 – TOPIC 1 AND TOPIC 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 – TOPIC 1 AND TOPIC 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 – TOPIC 1 AND TOPIC 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>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.</p>	
7-8	<p>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.</p>	
5-6	<p>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.</p>	
3-4	<p>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.</p>	
1-2	<p>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.</p>	
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?*

Section A

Qu 3	Accept (key idea underlined)	Mark	Notes
	2 from 3: <ul style="list-style-type: none"> Das Team <u>will nicht mehr gegen die Natur arbeiten, sondern mit ihr.</u> Das Team entwickelt <u>biologisch abbaubare Möbel</u> und wird sogar künstlich erzeugtes Fleisch verwenden, um ein ganzes Haus zu bauen. Das Team stellt sich sogar <u>den Gebrauch von 3D-Druckern vor, um ganze Innenräume herzustellen.</u> 	2	Reject references to 'Stühle aus Pilzen' or 'Betten aus Algen' unless it is clear that they are examples. Reject 'Es klingt absurd, aber ist Realität von morgen'.
	<ul style="list-style-type: none"> <u>Menschen werden nicht in der nahen Zukunft ihre Häuser umbauen wollen,</u> <u>weil ihre Türen / Fenster / Dächer noch viele Jahre brauchbar sein werden.</u> 	2	Reject 'die Veränderungen sind (zu) groß'. Reject 'Es gibt praktische Gründe'.
	<ul style="list-style-type: none"> Es ist wichtig, <u>die ändernden Bedürfnisse des Menschen</u> in Kauf zu nehmen, wenn man an neue Architektur denkt. Die <u>sofortige Kommunikation</u> zwischen Menschen wird <u>immer wichtiger sein,</u> aber die Menschen werden ab und zu <u>Räume brauchen,</u> wo sie alleine <u>Ruhe finden</u> können. 	3	Reject 'die Menschen' without reference to the idea of needs. Reject 'der Kontakt zu anderen Menschen wird wichtiger sein'.

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point 'Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden'.

No credit for AO1 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

- incorrect spellings (unless the meaning is changed);
- misuse of lower case and capital letters;
- incorrect gender (unless the meaning is changed);
- incorrect adjectival endings.

Serious errors include:

- incorrect verb forms;
- incorrect word order in main and subordinate clauses;
- incorrect case endings, including pronouns.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Die Vision der Architekten ist ökologisch, weil sie nicht mehr gegen die Natur arbeiten wollen, sondern mit ihr. Ihre Vision wird als erfinderisch gesehen, weil in Zukunft ganze Innenräume aus 3D-Druckern kommen werden. Große Veränderungen brauchen Zeit, denn die Menschen wollen in der nahe Zukunft ihre Häuser nicht umbauen. Sie erwarten nämlich, dass ihre Türen usw für viele Jahren halten. Wichtiger als die Materialien sind die ändernden Bedürfnisse des Menschen. Obwohl die sofortige Kommunikation zu einem normalen Teil des Alltagslebens wird, spielt das Bedürfnis nach Ruhe in einem geschützten Raum eine immer größere Rolle. (94 words)

Summary 2: 4/5

Die Vision der Architekten ist ökologisch, weil sie nicht mehr gegen der Natur arbeiten wollen, sondern mit ihr. Ihre Vision werden als erfinderisch gesehen, weil in Zukunft ganze Innenräume werden aus 3D-Druckern kommen. Große Veränderungen brauchen Zeit, denn die Menschen in der nahe Zukunft ihre Häuser nicht umbauen wollen. Sie erwarten, dass ihre Türen usw für viele Jahren halten. Wichtiger als die Materialien sind die ändernde Bedürfnisse des Menschen. Obwohl die sofortige Kommunikation zu einem normalen Teil des Alltagslebens wird, spielt das Bedürfnis nach Ruhe in einen geschützten Raum eine immer größere Rolle. (93 words)

Summary 3: 3/5

Die Vision der Architekten ist ökologisch, weil sie wollen mit der Natur arbeiten, anstatt gegen Sie. Ihre Vision werden als erfinderisch gesehen, weil werden in Zukunft ganze Innenräume aus 3D-Drucker kommen. Große Veränderungen brauchen Zeit, weil die Menschen ihren Häusern nicht umbauen wollen. Sie erwarten, dass ihre Türen usw halten für die nächsten dreißig oder vierzig Jahren. Wichtiger als die Materialien sind die ändernde Bedürfnisse des Menschen. Die sofortige Kommunikation werden zu einem normalen Teil des Alltagslebens, aber spielt das Bedürfnis nach Ruhe in einen geschützten Raum eine immer größere Rolle. (91 words)

Summary 4: 2/5

Die Architekten müssen mit den Natur arbeiten, anstatt gegen Sie. In Zukunft würden unsere ganzen Innenräume aus den Drucker kommen. Menschen, die Heute in Häuser leben, erwarten dass ihre Türen und Fenster werden für die nächsten dreißig oder vierzig Jahren halten. Sie wollen vorher nicht austauschen. Sofortige Kommunikation werden zu einem normalen Teil des Alltagslebens. Trotz oder so gar wegen dieser Entwicklung wird das Bedürfnis eine immer größere Rolle spielen, sich gelegentlich frei und Ruhe finden. Egal ob diese aus Stahl oder Algen bestehen. (85 words)

Summary 5: 1/5

Sie müssen mit den Natur anbieten, anstatt gegen Sie. In Zukunft unsere ganzen Innenräume würden aus den Drucker kommen. Menschen, die Heute in Häuser leben, erwarten dass ihre Türen und Fenster für den nächsten dreißig oder vierzig Jahren halten. Sie werden vorher nicht austauschen. So vortige Kommunikation zu einem normalen Teil des Alltagslebens werden. Trotz oder so gar wegen dieser Entwicklung werde schließlich ein anderes Bedürfnis eine immer größere Rolle spielen, sich gelegentlich frei und Ruhe finden. Egal ob diese aus Stahl oder Algen bestehen. (89 words)

Section B

Qu	Key idea	Accept	Reject	Mark
7.1	• Es gibt viele unterschiedliche Reize			1
	Das Gehör und die Augen werden beansprucht			1
	Im Gehirn müssen die Informationen neu verknüpft werden			1
	• Der Fernsehkonsum muss an das Alter der Kinder angepasst werden			1
	Programme müssen kindergerecht sein			1
	• Wir erhalten viele Informationen aus den Medien und das Fernsehen ist ein wichtiger Teil davon			1
	Man muss sie frühzeitig benutzen, um sie effektiv und gefahrlos zu benutzen			1

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point ‘Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden’.

No credit for AO2 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

- incorrect spellings (unless the meaning is changed);
- misuse of lower case and capital letters;
- incorrect gender (unless the meaning is changed);
- incorrect adjectival endings.

Serious errors include:

- incorrect verb forms;
- incorrect word order in main and subordinate clauses;
- incorrect case endings, including pronouns.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Es gibt viele unterschiedlichen Reize. Das Gehör und die Augen werden beim Fernsehen beansprucht und im Gehirn muss man die vielen Informationen neu verknüpfen. Das Fernsehen ist für Kinder nicht schädlich. Immerhin muss man den Fernsehkonsum von Kindern an das Alter der Kinder anpassen und es ist wichtig, dass sie nur kindgerechten Programme sehen. Das Fernsehen ist ein wichtiger Teil davon, wie wir in der modernen Gesellschaft viele unterschiedliche Informationen aus den Medien erhalten. Wir müssen frühzeitig den Umgang mit den Medien lernen, um sie später effektiv und gefahrlos nutzen zu können. (92 words)

Summary 2: 4/5

Es gibt viele unterschiedlichen Reize. Das Gehör und die Augen wird beim Fernsehen beansprucht und im Gehirn muss man die vielen Informationen neu verknüpft. Das Fernsehen ist für Kinder nicht schädlich. Man muss der Fernsehkonsum von Kindern an das Alter der Kinder anpassen und es ist wichtig, dass die Programme kindgerecht sein. Das Fernsehen ist ein wichtiger Teil wie wir erhalten in der modernen Gesellschaft viele unterschiedliche Informationen aus den Medien. Man muss frühzeitig lernen, mit den Medien umzugehen, um sie später effektiv und gefahrlos zu nutzen können. (88 words)

Summary 3: 3/5

Es gibt viele unterschiedlichen Reizen. Das Gehör und die Augen wird beansprucht und im Gehirn müssen die vielen Informationen neu verknüpft werden. Das Fernsehen ist für Kinder nicht schädlich. Man muss der Fernsehkonsum von Kindern an das Alter der Kinder angepasst und die Programme müssen kindgerecht sein. Das Fernsehen ist ein wichtiger Teil wie erhalten wir viele unterschiedliche Informationen aus den Medien in der modernen Gesellschaft. Man muss frühzeitig lernen, mit den Medien umzugehen, um sie später effektiv und gefahrlos zu nutzen können. (83 words)

Summary 4: 2/5

Es gibt vielen unterschiedlichen Reizen. Das Gehör und die Augen wird ebenso beansprucht und im Gehirn müssen die vielen Informationen neu verknüpft werden. Das Fernsehen spielt eine große Rolle und ist für Kinder nicht schädlich. Man muss der Fernsehkonsum von Kindern an das Alter der Kinder angepasst und die Programme müssen kindgerecht sein. Das Fernsehen ist ein wichtiger Teil davon erhalten wir viele unterschiedliche Informationen aus den Medien in der modernen Gesellschaft. Man muss frühzeitig lernt, mit den Medien umzugehen, um sie später effektiv und gefahrlos nutzen können. (87 words)

Summary 5: 1/5

Das liegt an den vielen unterschiedlichen Reizen, die durch den Fernseher. Das Gehör wird hier nämlich ebenso beansprucht wie die Augen und im Gehirn müssen die vielen Informationen neu verknüpft werden. Oft kommt es aber auch vor, dass Eltern nicht möchten, dass ihre Kinder vor dem Fernseher. Der Fernsehkonsum von Kindern muss an das Alter der Kinder angepasst werden und die Programme. In der modernen Gesellschaft erhalten wir viele unterschiedliche Informationen aus den Medien und das Fernsehen ist ein wichtiger Teil davon. Nur wer frühzeitig lernt, mit den Medien umzugehen, wird sie später effektiv und gefahrlos nutzen können. (98 words)

Mark Scheme - AS German - Paper 1

Section A

Qu	Accept	Mark	Notes
04	<ul style="list-style-type: none"> Die Tour findet zwischen dem 15. Juni und dem 31. Juli statt. (1) ...in fünf deutschen Regionen... (1) <p>Any 3 from:</p> <ul style="list-style-type: none"> Die interaktiven Workshops sollen den Teilnehmern helfen, ihre (digitalen) Kompetenzen ... zu stärken. (1) ...und ihr Selbstbewusstsein (im Umgang mit digitalen Medien)... (1) Sie zeigen (den Teilnehmern), wie (die digitale) Technik funktioniert (1) und was sie damit erreichen können. (1) Sie fördern Kreativität. (1) Die Schülerinnen und Schüler werden sich dafür begeistern, (1) weil sie alle Schulbücher hochladen können / weil sie keine schwere Schultasche mehr tragen müssen. (1) 	7	<p>Accept ‚im Juni und im Juli‘ Reject ‚im Juni‘ / ‚im Juli‘ / ‚im Sommer‘ Reject ‚durch...‘</p> <p>Reject ‚eure‘ etc on first occurrence; disregard as repeat error on any subsequent occurrence</p> <p>Accept mention of either ‚Schülerinnen‘ or ‚Schüler‘</p>

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, e.g. by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point 'Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden'.

No credit for AO1 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

Minor errors include:

incorrect spellings (unless the meaning is changed);
 misuse of lower case and capital letters;
 incorrect gender (unless the meaning is changed);
 incorrect adjectival endings.

Serious errors include:

incorrect verb forms;
 incorrect word order in main and subordinate clauses;
 incorrect case endings, including pronouns.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content:

Summary 1: 5/5

Die Think Big Tour findet in Juni und Juli in fünf deutschen Regionen statt. Die interaktive Workshops sollen den Teilnehmern helfen, ihre digitalen Kompetenzen und ihr Selbstbewusstsein im Umgang mit digitalen Medien zu stärken. Sie sollen ihnen zeigen, was sie mit digitaler Technik erreichen können. Die Schülerinnen und Schüler werden sich für die Schul-Cloud begeistern, weil sie keine schwere Schultasche mehr tragen müssen. (63 words)

Summary 2: 4/5

Die Think Big Tour findet statt in Juni und Juli in fünf deutschen Regionen. Die interaktive Workshops sollen die Teilnehmer helfen, ihre digitalen Kompetenzen und ihr Selbstbewusstsein im Umgang mit digitalen Medien zu stärken. Sie sollen ihnen zeigen, was sie können mit digitaler Technik erreichen. Die Schülerin und Schüler wird sich für die Schul-Cloud begeistern, weil sie keine schwere Schultasche mehr tragen müssen. (63 words)

Summary 3: 3/5

Die Think Big Tour fährt zwischen den 15. Juni und 31. Juli durch fünf deutschen Regionen. Die interaktive Workshops stärken die Teilnehmer seine digitale Kompetenzen und seine Selbstbewusstsein im Umgang mit digitalen Medien. Sie zeigen sie nicht nur, wie digitale Technik funktioniert. Die Schülerin und Schüler wird sich für der Schul-Cloud begeistern, weil sie kein schwer Schultasche mehr tragen müssen. (60 words)

Summary 4: 2/5

Der Think Big Tour fährt zwischen den 15. Juni und 31. Juli durch fünf deutschen Regionen. Die interaktive Workshops stärken eure digitale Kompetenzen und eure Selbstbewusstsein im Umgang mit digitalen Medien. Wir zeigen sie nicht nur wie digitale Technik zu funktioniert. Die Schülerin und Schüler wird sich begeistern für der Schul-Cloud, weil sie kein schwer Schultasche mehr tragen müssen. (59 words)

Summary 5: 1/5

Der Think Big Tour fährt zwischen den 15 Juni und 31 Juli durch fünf deutschen Regionen. Die interaktive Workshops stärkt ihr eure digitale Kompetenz und eure Selbstbewusstsein im Umgang mit digitalen Medien. Wir zeigen euch nicht nur wie Digitaler Technik zu funktioniert. Die Schülerin und Schüler wird sich begeistert für der Schul-Cloud, weil sie müssen kein schwer Schultasche mehr tragen. (60 words)

Section B

Qu	Accept	Mark	Notes
08.1	<ul style="list-style-type: none"> Sie hat Forschung zum Thema Jugendwerte gemacht Sie hat ihre Ergebnisse veröffentlicht (2 marks) Traditionelle Werte sind noch hoch im Kurs Vor 50 Jahren waren sie politisch engagiert und waren gegen das Regime/die Regierung (3 marks) Es ist schwer, Babys und Karriere zu verbinden Wenn ein Ehepaar ein Baby bekommt, muss die Mutter meistens zu Hause bleiben/auf ihre Karriere verzichten (2 marks) 	7	

Summary questions

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 70 and 80 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

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*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point 'Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden'.

No credit for AO2 because the response does not match the phrasing of the bullet point – the use of ‘obwohl’ is inappropriate. (Also no credit for AO3 because of lifting).

Serious errors are defined as those which affect communication.

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- misuse of lower case and capital letters;
- incorrect gender (unless the meaning is changed);
- incorrect adjectival endings.

Serious errors include:

- incorrect verb forms;
- incorrect word order in main and subordinate clauses;
- incorrect case endings, including pronouns.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

[7 marks for content + 5 marks for quality of language]

Indicative content:

Summary 1: 5/5

Nachdem Annabel Schäfer das Thema Jugendwerte geforscht hat, hat sie ihre Ergebnisse veröffentlicht. Sie hat gefunden, dass traditionelle Werte Wichtig sind. Vor 50 Jahren sah es anders aus: Viele Jugendliche waren politisch engagiert und waren gegen die Regierung. Viele Mädchen haben heute eine Problem, weil sie eine erfolgreiche Karriere mit einem Mann und zwei Kindern verbinden wollen. Oft kann die Mutter nicht mehr arbeiten, wenn sie ein Baby bekommen hat. (70 words)

Summary 2: 4/5

Nachdem Annabel Schäfer hat Forschung zum Thema Jugendwerte in Deutschland gemacht, hat sie ihre Ergebnisse veröffentlicht. Sie hat gefunden, dass traditionelle Werte Wichtig sind. Vor 50 Jahren viele Jugendliche waren politisch engagiert und gegen die Regierung. Viele Mädchen haben heute eine Problem, weil sie eine erfolgreiche Karriere mit ein Mann und zwei Kinder verbinden wollen. Oft kann die Mutter nicht mehr arbeiten, wenn sie ein Baby bekommt hat. (68 words)

Summary 3: 3/5

Nachdem Annabel Schäfer hat Forschung zum Thema Jugendwerte in Deutschland gemacht, sie hat die Ergebnisse ihre Studie veröffentlicht. Sie hat entdeckt, das Traditionelle Werte hoch im Kurs sind. Vor 50 Jahren die jungend war meist politisch engagiert und gegen das System. Mädchen haben heute eine Problem, weil sie wollen eine erfolgreiche Karriere mit ein Mann und zwei Kinder verbindet. Oft die Mutter kann nicht mehr arbeitet, wenn sie ein Baby bekommt hat. (72 words)

Summary 4: 2/5

Annabel Schäfer hat im letzten Jahr Forschung zum Thema Jugendwerte in Deutschland gemacht. Sie hat die Ergebnisse ihre Studie veröffentlicht. Sie hat entdeckt, das Traditionelle Werte hoch im Kurs ist. Vor 50 Jahren die jungend war meist politisch engagiert und gegen das System. Madchen hat eine problem, legt es aber auch oft Wert auf eine erfolgreiche Karriere, weil wenn bekommt ein Ehepaar doch ein baby, muss die neue Mutter meistens noch auf ihre Karriere verzichten. (75 words)

Summary 5: 1/5

Annabel Schäfer hat im letzten Jahr Forschung zum Thema Jugendwerte in Deutschland. Hat sie die Ergebnisse ihre Studie veröffentlicht. Hat entdeckt, das Traditionelle Werte ist hoch im Kurs. Vor 50 Jahren die jungend war miest politisch engagiert und gegen das System. Madchen hat eine problem, legt es aber auch oft Wert auf eine efolgrieche Karriere, weil wenn bekommen ein Ehepaar doch eine baby, die neue Mutter muss meistens noch auf ihrer Karriere verzicht. (73 words)