

A-level

GERMAN

7662/3T+7662/3V

PAPER 3 SPEAKING

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Mark scheme

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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](http://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 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 occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.	
1	Delivery is rarely fluent. 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><b>Very good critical and analytical response</b>            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><b>Good critical and analytical response</b>            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><b>Reasonable critical and analytical response</b>            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><b>Limited critical and analytical response</b>            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><b>Very limited critical and analytical response</b>            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 A: Hilfe für Eltern

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 the three questions:

- *Inwiefern ist die Kinderbetreuung für Eltern in Deutschland in den letzten Jahren leichter geworden?*

Students' responses will be based on the information on the card and may cover the following:

German law guaranteeing child care for all parents; reasons for introducing such a law; the need for child care in today's families with young children; making it easier for women to return to work after childbirth; particular needs of single parents; difference between *Kita* and *Tagesmutter*; possible reference to activities in *Kitas* and their benefit for the child; possible reference to own experiences at younger age; importance of good quality childcare; requirement for *Tagesmutter* to have a recognised qualification/be officially registered.

- *Was ist Ihrer Meinung nach für kleine Kinder besser: zu Hause beim Vater oder bei der Mutter zu bleiben oder Betreuung durch andere Personen? Warum?*

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:

The benefits of staying home with parents: building a bond; parents having control and awareness of what their children are doing; parents able to participate in activities with their children; parents able to introduce their rules; parents meeting other parents; advantages of a childminder/nursery: children meeting and socialising with other children; making friends; learning social skills e.g. taking turns, sharing; meeting children who they may later be at school with; children becoming independent of their parents.

- *Was wissen Sie über die Bedeutung der Familie in Deutschland, Österreich oder der Schweiz heutzutage*

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:

Meaning of the word *Familie* in German speaking countries; reference to relevant materials encountered while studying the sub-theme; different types of families i.e. *Kernfamilie* , patchwork families, *Regenbogenfamilien* , single parent families; unmarried parents; how attitudes towards unconventional types of family have changed; reference to the role of grandparents in the family; personal knowledge of families in German-speaking countries; possible differences witnessed between German/Austrian/Swiss and British family life; reference to laws/policies in support of the family; role of *Familienminister/in*.

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

- *Wer sollte sich Ihrer Meinung nach um kleine Kinder kümmern?*
- *Sollte der Staat ganz für die Kinderbetreuung bezahlen?*
- *Wie denken Sie über Väter oder Mütter, die zu Hause bei ihren Kindern bleiben?*
- *Welche Probleme gibt es heutzutage für junge Familien?*

**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 C: Tattoos - Kunst am Körper?**

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 the three questions:

- *Wie beliebt sind Tattoos in Deutschland und welche Gründe gibt es wohl dafür?*

Students' responses will be based on the information on the card and may cover the following:

Popular amongst younger people; reference to percentage of under-25s with tattoos; reaction to the statistics; small tattoos more acceptable; people expressing themselves through their tattoos; showing their individuality and their beliefs/preferences e.g. sports teams, music groups name of girl/boyfriend; very fashionable now; influence from friends; tattoos very common among celebrities/sports stars; now more acceptable in the work place; reference to own friends/family members with tattoos; own tattoo or plan to have one done.

- *Mit welcher dieser hier genannten Meinungen stimmen Sie am meisten überein? Warum?*

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:

Expressing general agreement /disagreement with all/some/one of the statements; reference to title of card and whether tattoos can be regarded as art; how tattoos can be an expression of personality e.g. nature of motives, aggressive/artistic/religious images, logos, colours; why tattoos on older people may not be attractive; change in personal taste later in life; reference to German law regarding under-18s; protection of minors against possible health risks; the need to use qualified tattooists; tattoos being 'for life' and difficult to remove; opinions about specific tattoos among friends/ family members/people in public life.

- *Was wissen Sie über die Einstellung zu Modetrends bei jungen Menschen 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:

Reference to relevant materials encountered while studying the sub-theme; information gained from the internet/German language television; popularity of designer clothes/goods among young people; influence of fashion magazines; influence of celebrities; amount of money spent on fashion/ shoes etc;

peer pressure; discussion about super models/size zero; reference to own visit to a German-speaking country; talking about the issue to German/Austrian/Swiss contemporaries.

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

- *Wie denken Sie über Tattoos?*
- *Sind Piercings besser als Tattoos?*
- *Sind Tattoos Ihrer Meinung nach gefährlich?*
- *Warum spielen Modetrends für Jugendliche oft eine große Rolle?*

**Indicative content****Karte D: Der Frühling kommt**

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 the three questions:

- *Was ist der „Sommergewinn“?*

Students' responses will be based on the information on the card and may cover the following:

Reference to the age of this festival; where and when it is held; spring festival; comment/speculation as to the meaning of the festival's name; citizens decorating their houses; reference to spring symbols as shown on card; speculation about their connection with spring; colourful parade through the town as highlight; reference to fire and its significance; reference to people/farmers (in former times) longing for winter to depart; reference to similar traditions in other towns/regions/countries.

- *Ist es Ihrer Meinung nach heutzutage noch wichtig, solche Feste zu feiern? Warum (nicht)?*

Value of celebrating together; pride in own town/village; furthering community spirit; involving all age groups; something to look forward to; spring/Easter time still a symbol of new beginnings/new life; importance of link with the past through observing old traditions; making own town/village known beyond its boundaries; economic benefit through tourists/visitors; people nowadays still depending on the weather and seasonal changes; possible problems for policing large crowds; critical view with regard to cost/commercialism and relevance to young people.

- *Was wissen Sie über andere Traditionen 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:

Christmas and Easter customs; 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 a visit/visits to Germany/Austria/Switzerland; to what extent old traditions are still valued by the younger population; how traditions have changed over years; description of special/traditional costumes worn at festivals; personal contact with local people at festival/traditional events.

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

- *Sollte man Ihrer Meinung nach alte Traditionen immer aufrecht erhalten?*
- *Haben Sie schon einmal an einem Fest in Deutschland/in Österreich/in der Schweiz teilgenommen?*
- *Glauben Sie, dass junge Leute sich für solche Feste noch interessieren?*
- *Welche Nachteile gibt es bei großen Festen?*

## Indicative content

### Karte E: Ein Bauwerk 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 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 the three questions:

- *Inwiefern ist der Kölner Dom ein bedeutendes Bauwerk?*

Students' responses will be based on the information on the card and may cover the following:

Reference to age and size of the cathedral; one of the largest cathedrals in the world; description of some features as shown in the pictures on the card; popularity with tourists; reference to visitor numbers; past visit/s to Cologne/the cathedral; reference to what characterises Gothic architectural style; the need to maintain/restore the building; reference to/surprise at the amount of money needed for this.

- *Sollte man Ihrer Meinung nach so viel Geld für den Erhalt und die Restaurierung eines Gebäudes ausgeben? Warum (nicht)?*

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:

Cathedrals as focal point/landmarks of towns and cities; importance of churches and cathedrals for religious, cultural and social life; old buildings often used for modern purposes; importance of maintaining architectural heritage; many people preferring older building styles to modern ones; importance of a town's/country's architecture for tourism; creating employment opportunities through restoration/maintenance; critical view as to the viability of some old buildings; restoration/maintenance as a financial burden for communities; money better spent on more deserving matters.

- *Welche anderen wichtigen Bauwerke in Deutschland, Österreich oder der Schweiz kennen Sie?*

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:

Reference to a building/ buildings in any of the German-speaking countries; describing main features of its/their architecture; expressing opinions about specific buildings; expressing views/preferences about architectural styles; having seen/visited a famous/significant building in a German-speaking country; reference to visitor numbers; significance of a building within the country's architectural heritage; buildings in Germany/Austria/Switzerland that are on the Unesco world heritage list; reference to a famous/ influential architect/group of architects.

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

- *Haben Sie den Kölner Dom schon besucht?*
- *Sollten Besucher von Kathedralen Ihrer Meinung nach Eintritt bezahlen?*
- *Wie finden Sie moderne Architektur?*
- *Gibt es ein anderes Gebäude in Deutschland, Österreich oder der Schweiz, das Sie besonders gern mögen?*

## Indicative content

### Karte F: Musik am Mittag

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 the three questions:

- *Was erfährt man hier über Lunch-Konzerte in der Philharmonie?*

Students' responses will be based on the information on the card and may cover the following:

Time and place of the concerts; concerts free of charge; possibly commenting on this fact; quite short; informal atmosphere at these concerts; contrast to 'normal' i.e. more formal classical concerts; few musicians/chamber music rather than orchestral concerts; reference to type of audience attending; comment about the picture of the *Philharmonie* and its unusual architecture.

- *Warum werden Ihrer Meinung nach solche Konzerte angeboten und wie denken Sie darüber?*

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:

Working people being able to enjoy music during lunch break; informal setting advantageous for parents and children; short duration better for many people; senior citizens meeting other people; opportunities for less well off people to enjoy live music; making use of the *Philharmonie* foyer; easy access from the street; intention to make classical music more widely known; organisers' hope that people may come back to evening concerts; own view about classical music/concerts in general and this type of concert in particular; reference to own attendance at classical concerts; frequent perception of classical music being inaccessible to many.

- *Was wissen Sie über das Musikleben in Berlin?*

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:

Reference to relevant materials encountered during the study of the sub-theme; wide range of music events in Berlin; many different genres of music; regular/annual events; music in bars, clubs, discos etc; famous orchestras; opera houses and concert halls; music festivals; music within immigrant communities; different types of audiences; attempts by institutions to attract new audiences; attempts to make events more accessible; reference to own visit/visits to Berlin; personal attendance at music event/s.

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

- *Haben Sie Berlin schon besucht?*
- *Würden Sie in ein Lunch-Konzert gehen?*
- *Sind klassische Konzerte Ihrer Meinung nach normalerweise zu teuer?*
- *Für welche Art von Kultur interessieren Sie sich?*

**Indicative content****Karte G: Flucht vor Krieg und Terror**

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 Asylbewerber?*

Student responses may cover some of the following:

Large increase in asylum seekers during 2014; Germany and other European countries considered as a 'safe haven'; areas/countries where many refugees come from; reasons for flight; accommodation of refugees in large homes; capacity of such homes and frequent overcrowding; potential problems caused by overcrowding; long waiting time for decisions about asylum or deportation.

- *Sollte Deutschland Ihrer Meinung nach auch in Zukunft Flüchtlinge aufnehmen? Warum (nicht)?*

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:

Knowledge of recent developments regarding refugee numbers in Germany and Austria; increasing difficulties for communities to house refugees; right for asylum stated in the basic law of Germany; evidence of German/Austrian citizens welcoming/helping refugees; the need for qualified people in the workplace through ageing population/reduction in birth rate; Germany's demand for more cooperation within the European Union; risk of increasing hostility towards immigrants among some sections of the population; knowledge of right-wing extremist/racist groups; huge cost for the states/communities with regard to housing, school places, health provision, language classes.

- *Was wissen Sie im Allgemeinen über die Situation von Immigranten 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:

Historical knowledge about immigration of *Gastarbeiter* in the 60s; influx from Eastern European countries in the 1990s, integration strategies; successful/unsuccessful integration among different immigrant groups; role of religion i.e. building of mosques, attitudes towards wearing of headscarves etc; laws about dual citizenship; contrast between first, second and third generations of immigrants; economical situation in general for immigrants; levels of education among immigrants; general/changing attitudes towards immigrants among population in Germany/Austria/Switzerland ; knowledge of attacks

on immigrants in the 1990s or recent past; politicians with immigrant background; immigrants from EU countries; discussion about bringing immigrants' families into the host country.

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

- *Spielen Einwanderer Ihrer Meinung nach eine eher positive oder negative Rolle in der Gesellschaft?*
- *Würden Sie gern in der Nähe eines Flüchtlingsheims wohnen?*
- *Sollten Ihrer Meinung nach alle Flüchtlinge Asyl bekommen?*
- *Wie denken Sie über ‚Wirtschaftsflüchtlinge‘?*

**Indicative content****Karte H: Hilfe auf dem Arbeitsmarkt**

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 the three questions:

- *Welche Probleme kann es für ausländische Arbeitnehmer in Deutschland geben?*

Students' responses will be based on the information on the card and may cover the following:

Finding work; often being employed in more menial jobs; lower pay; having qualifications recognised; obtaining permission to stay and work; uncertainty about own status; learning German as a pre-requisite to finding work; difficulty in finding language courses; payment for language courses; finding the right information and good advice; reference to the website as a means to help immigrants; potential difficulty for newly arrived immigrants to access information online.

- *Wie wichtig ist Ihrer Meinung nach eine Webseite wie ANERKENNUNG IN DEUTSCHLAND?*

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:

Speedy integration into workforce necessary; German/Austrian/Swiss industry needing qualified workers from outside the country; reduction in cost to social services if immigrants are in work; importance of learning the language as quickly as possible; newly arrived immigrants feeling valued/welcome; up-to-date information on the website; comprehensive information and expert advice; website able to cover all regions and types of work; access at any time; no queuing/waiting at offices; possible problems with accessibility if website is only in German.

- *Wie erfolgreich ist die Integration von Zuwanderern 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:

Reference to relevant materials encountered while studying the sub-theme; knowledge gained from internet/German language television/social networks; examples of successful integration; integration of immigrant children into the school system; issues concerning the role/integration of women; the role/status of Muslim communities; discussion about the building of mosques; general attitude among the native population towards the integration of immigrants; examples of enmity shown by some sections of the indigenous population; possibility for immigrants to gain German/Austrian/Swiss citizenship;

advantage of this; discussion/legislation about dual citizenship; success or otherwise of citizenship tests; future problems given the current influx of refugees/asylum seekers.

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

- *Was hilft Ihrer Meinung nach bei der Integration von Einwanderern am meisten?*
- *Wie können Immigranten am besten die Sprache des Landes lernen?*
- *Braucht die deutsche Wirtschaft ausländische Arbeitskräfte?*
- *Sind Einwanderer Ihrer Meinung nach selbst für ihre Integration verantwortlich?*

## Indicative content

### Karte I: Was tun gegen Rechtsextremismus?

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 the three questions:

- *Was sind die Ziele dieser Organisation?*

Students' responses will be based on the information on the card and may cover the following:

Main aim contained in its name; reference to the catching/memorable logo; citizens to keep a watchful eye; promoting tolerance and mutual respect between different communities/religions/ethnic groups etc; particular relevance of such initiatives at the moment; large number of refugees/immigrants in Europe; organisation operating mainly on the internet; reference to names of right extreme groups.

- *Wie effektiv kann das Internet Ihrer Meinung nach im Kampf gegen Rassismus sein?*

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:

Reaching all parts of population; instant access to information; materials/information quick to update; cheaper to produce than paper based materials; attractive/varied design of websites; possibility to interact; inclusion of social media; young people as a principal target group; many people spending long hours on the internet; effective weapon/counterbalance against websites containing racist materials; possible drawbacks of internet campaigns.

- *Wie groß ist heutzutage das Problem des Rechtsextremismus 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:

Reference to relevant materials encountered while studying the sub-theme; information gained from internet/ German language television; main targets of racism nowadays; recent evidence of friendly/hospitable attitudes among native population towards refugees; recent rise of rightwing groups/parties; evaluating their influence among the mainstream population; recent success of rightwing parties in elections; regular demonstrations against refugees in some German cities; counterdemonstrations by many citizens; examples of physical attacks against immigrants/Muslims/pro-immigration politicians; arson attacks on refugee centres/hostels; reaction from German/Austrian/Swiss government against right extremist trends; discussion about whether to make certain groups/parties

illegal; reference to own visit to a German-speaking country and discussions about this issue with local people.

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

- *Würden Sie an einer Demonstration gegen Rechtsextremismus teilnehmen?*
- *Warum gibt es Ihrer Meinung nach in Deutschland heute mehr Leute mit rechtsextremen Einstellungen?*
- *Sollte man rechtsextreme Gruppen verbieten?*
- *Kann das Internet auch ein negative Rolle beim Thema Rassismus spielen?*

## Indicative content

### Karte J: Europäische Identität lernen

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 the three questions:

- *Welches Ziel haben Europaschulen in Deutschland und wie versucht man, dieses Ziel zu erreichen?*

Students' responses will be based on the information on the card and may cover the following:

Promoting contacts and understanding between young people from different EU countries; setting up partnerships between schools; frequent visits from foreign students; reference to the picture on the card; speculation about joint activities during these visits; reference to own exchange visit/s; lessons held in another language; importance of language learning at these schools; comment on the nature/difficulties/advantages of bilingual teaching; enhanced understanding of another country/culture/people through learning/speaking the language.

- *Welche Vorteile kann es haben Ihrer Meinung nach, wenn Jugendliche aus verschiedenen Ländern Kontakt miteinander haben?*

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:

Furthering tolerance and understanding between nations; open-mindedness of young people towards other cultures; enrichment of education through getting to know people from other countries; widening horizons; strengthening a positive attitude towards the idea of a united Europe; motivation to learn languages; making use of the language skills acquired at school; reference to regions/periods of history troubled by conflicts/war between peoples/religions/cultures; reference to own exchange visit/stay abroad.

- *Wie wichtig ist die Europäische Union für deutsche Bürger?*

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. Responses could include supported arguments and justified conclusions in relation to:

Reference to relevant materials encountered while studying the sub-theme; information gained from internet/ German language television; Germany as an influential member since the foundation of EEC/Common Market/EU; historical importance of relationship with France in particular; generally positive attitude among German citizens towards EU; critical voices about Germany being the 'paymaster'; advantages for German economy through free trade within EU; appreciation of passport-

free travel; mixed feelings about influx of immigrants from Eastern European countries; discussion around possible EU membership of Turkey; more recent rise of parties/groups hostile to EU.

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

- *Wie ist Ihre Meinung über die Europäische Union?*
- *Warum hat Deutschland so großen Einfluss in der EU?*
- *Gibt es Ihrer Meinung nach heute zu viele Staaten in der EU?*
- *Denken Jugendliche Ihrer Meinung nach positiver über Europa als die älteren Generationen?*

**Indicative content****Karte K: Zu wenig junge Menschen in der Politik!**

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 the three questions:

- *Welches Problem haben die politischen Parteien in Deutschland?*

Students' responses will be based on the information on the card and may cover the following:

Few young people entering political life/ joining political parties; reference to average age of party membership; problem for all parties; reference to names of parties in Germany; negative image of political parties among young people; widespread criticism e.g. politicians being ineffective, not able to solve problems of the time, hungry for money and power, not distinct enough from each other etc; reference to any German politician/s the student has heard/seen/read about while studying the sub-theme.

- *Wie denken Sie persönlich über die hier ausgedrückten Meinungen?*

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:

General agreement/disagreement; views expressed about one or more statements on the card; little faith in effectiveness of politicians; example/s of problems not being/having been solved whether in Britain, Europe or worldwide; power and money making some people corrupt; tendency among parties to move to the centre/giving the same or similar messages; few attempts by politicians to address issues concerning young people; view about potentially joining a political party.

- *Was wissen Sie über die Einstellung zu politischen Themen 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 studied. This knowledge can relate to any German speaking country. Responses could include supported arguments and justified conclusions in relation to:

Reference to relevant materials encountered while studying the sub-theme; knowledge gained from internet/social media/German language television; what concerns young people in Germany/Austria/Switzerland most; attitudes among young people towards environment, immigration, employment, education, Europe etc; pressure groups outside the party system; participation in elections; involvement of young people in voluntary work for the benefit of the society; reference to own visit to a German-speaking country; discussions with German/Austrian/Swiss contemporaries.

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

- *Sind Sie Mitglied in einer politischen Partei?*
- *Interessieren Sie sich für Politik?*
- *Wie ist Ihre Meinung über Politiker?*
- *Ab welchem Alter sollten Jugendliche Ihrer Meinung nach wählen können?*

**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/remembers 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 the Berlin Wall; the need to tell young people about these historic events; 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. 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 bloc 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?*

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 4</b>
<b>Mark</b>	<b>Descriptors</b>	
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.	

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 1</b>
<b>Mark</b>	<b>Descriptors</b>	
9-10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.	
7-8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.	
5-6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.	
3-4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.	
1-2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.	
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><b>Excellent critical and analytical response</b>                      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><b>Good critical and analytical response</b>                      From the research carried out, the student has acquired good knowledge and understanding of the 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><b>Reasonable critical and analytical response</b>                      From the research carried out, the student has acquired reasonable knowledge and understanding of the 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><b>Limited critical and analytical response</b>                      From the research carried out, the student has acquired some knowledge and understanding of the 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><b>Very limited critical and analytical response</b>                      From the research carried out, the student has acquired a little knowledge and understanding of the 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 Non-exam assessment**

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9-10 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 the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to 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 marshalling of knowledge.

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- (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 marshalling 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 marshalling 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.

