



AS
GERMAN
7661/3T/3V

Paper 3 Speaking

Mark scheme

June 2019

Version: 1.0 Final

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' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers 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.

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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 answer read through the answer and annotate it (as instructed) to show 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer 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 answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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

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

Each assessment objective should be assessed independently.

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

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

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

Students asking questions

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

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

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

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

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

Notes

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

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

Notes

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

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

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;
 prepositions with a non-literal meaning eg sich interessieren für;
 object pronouns;
 adjectival and masculine weak nouns.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9-10	<p>Very good critical response</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.

Possible content

Karte A: Willkommene Helfer

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 erfährt man über die Organisation ‚Wellcome‘?*

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

Initiative for the support of new parents; in all three German-speaking countries; offering practical help and advice for parents in first year after baby's birth; also financial support for needy families; internet platform available for parents to communicate with each other; 250 teams in Germany; helpers being unpaid volunteers.

- *Wie denken Sie über diese Initiative für junge Eltern?*

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

Comments on the problems presenting themselves to young parents with a new-born baby; possible reference to the photograph with distressed/depressed young mother receiving advice from other woman; financial burden of bringing up young children; possible reference to and view on the slogan 'adventure' in the logo; opinion on the fact that helpers are unpaid; comment on the value of parents communicating with each other via internet.

- *Wie hat sich die Familie in den deutschsprachigen Ländern 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 and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Decline of the traditional family as the norm; impact of rising divorce rate on families; acceptance of non-married parents; legalisation of same sex marriage in Germany in 2017; same sex couples having/adopting children; increase in numbers of working mothers; many women delaying having children due to following own career.

Possible content

Karte B: Fernbeziehung - Liebe auf Distanz

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 Art von Partnerschaft wird hier beschrieben?*

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

Percentage of couples in Germany living in a long distance relationship; living separately during the working week; being together at weekends; reference to reasons for this eg job, studies, family circumstances; what couples can do to make it work eg daily contact, trusting each other, solving conflicts quickly.

- *Hat eine Fernbeziehung Ihrer Meinung nach irgendwelche Vorteile?*

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

Disadvantages outweighing the advantages; possibly more freedom for the individual; maintaining contact with circle of friends; separate lives leading to couples having a lot to tell each other; advantage of making plans for the times together; opportunities to further own professional career.

- *Wie haben sich in den deutschsprachigen Ländern die Einstellungen zu Ehe und Partnerschaft geändert?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Many couples cohabitating before marriage; frequently couples being in long-term partnerships without being married/wanting to get married; liberal attitude to divorce; growing acceptance of same sex partnerships; generally positive reactions to legalisation of same sex marriage in Germany in 2017; still more conservative attitudes in predominantly rural areas.

Possible content

Karte C: Jugendliche im digitalen Stress

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 erfährt man über den Einfluss der Digitalisierung auf Jugendliche?*

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

Stress factors of digitization among 12-19 year olds according to a recent study; swamped with digital messages/information, pressure to react to them, bad effect on their brain, overstimulation/sensory overload which leads to reduced ability to concentrate/focus; loss of touch with reality and lack of experience with real social interaction.

- *Welche Vor- und Nachteile hat Ihrer Meinung nach der Gebrauch des Handys?*

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

Describing own views on digital communication, drawing on their own experience; agree or disagree with listed points; may add more, ie checking Facebook accounts regularly; feeling peer pressure to use certain social networks, too many possibilities of digital communication; the speed of new developments in the digital world.

- *Welche Rolle spielen die digitalen Medien bei Jugendlichen in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Reference to relevant material encountered while studying the sub-theme; whether there are any genuine differences between German-speaking countries and Britain; debate in the media about children/young people and mobile phones, internet, cyber-bullying, computer addiction etc; role of digital technology in German/Austrian/Swiss schools; personal observations made during own visit to a German-speaking country.

Possible content**Karte D: Deutschlands erfolgreichste YouTube Stars 2018****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 bieten Deutschlands erfolgreichste YouTube Stars an?*

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

Explanation of the info on the grid, reference to variety of activities; role of music and fashion; interesting fact that the football channel and the scientific English channel are the most successful YouTube channels; comment on number of subscribers.

- *Wie ist Ihrer Meinung nach der Erfolg von YouTubern zu erklären?*

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

Students' own opinion; possible explanation - all themes are interesting for young people: music, fashion, sport, computer games; videos are created by young people for young people, they "speak" their language, have the finger on the pulse; also set trends.

- *Welchen Einfluss haben Internet-Stars auf Jugendliche in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Possible reference to material studied as part of the internet topic: vloggers like Dner, Melina, LeFloid, Bibi, Iblali, DagiBee and events like "Videodays"; fewer bloggers/vloggers in Austria/Switzerland than in Germany but blogs/vlogs are just as popular among young people there; "Internet-Stars": great role models, give lifestyle advice, influence trends among young people; form part of free-time activities and entertainment for young people.

Possible content**Karte E: Die schwarze Szene****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 erfährt man hier über die Gothic-Szene in Deutschland?*

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

A comment about the prevalence of Goth groups in German towns; what its adherents look like and how they usually dress; information about where they meet and their shared interests; a comment about the range of clubs and events for the Gothic scene.

- *Wie denken Sie über diese ‚Schwarzen Clubs‘?*

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

A comment on the macabre nature of some of this trend's characteristics but also its enduring appeal which has seen it survive more than three decades; a reaction to the popularity of the Goth scene and the number of events throughout Germany.

- *Was wissen Sie über die Modetrends der 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. This knowledge could relate to Germany, Austria and Switzerland and the relationship between them. Responses could include:

Reference to relevant materials encountered while studying the sub-theme; knowledge gained from internet, social media, television etc; popularity of designer clothes/goods among young people in German-speaking countries; influence of fashion magazines; influence of celebrities; importance of peer pressure; discussion about super models/size zero; reference to own visit to a German-speaking country; observations of general fashion tastes among German/Austrian/Swiss teenagers and how they may differ from those at home.

Possible content

Karte F: ‚Jeunesse‘ Jugendorchester

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 erfährt man hier über das Orchester ‚Jeunesse‘?*

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

Reference to the age and aims of the youth orchestra; nurturing young musical talent; playing different genres of music; many concert performances; reference to the number of participants and the successes of the orchestra; offering extra musical activities in holiday camps.

- *Was halten Sie von diesem Angebot für junge Musiker?*

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

Candidates could reflect on how closely the Jeunesse programme could reflect their own musical interests and capabilities and whether they would like to benefit from its opportunities; whether or not they think the programme is too elitist; whether they think it is good to mix with people with similar interests and aptitudes; whether summer camps are a good idea for young people.

- *Wie wichtig ist Musik im Leben der Jugend 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. This knowledge could relate to Germany, Austria and Switzerland and the relationship between them. Responses could include:

The popularity of different types of music in the German speaking world; the popularity of musical casting shows; the role of music in schools; the sales of ipods/CDs; popularity of downloading music from the internet; the number of young people who learn to play a musical instrument; various examples of youth participation in music festivals of various descriptions – rock, pop, classical.

Possible content**Karte G: Die Kieler Woche****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 Kieler Woche ein wichtiges Event in Norddeutschland?*

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

Reference to large numbers of visitors, sailors, boats, competitions, events, range of activities, food; souvenirs, jobs for locals; international character; length of festival.

- *Würden Sie die Kieler Woche gern besuchen? Warum (nicht)?*

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

Students' comments on whether they would visit the "Kieler Woche"; discussion of whether it is a worthwhile festival for everybody? Only something for boat lovers? Reference to number of events of general interest and variety of activities which might be interesting to them; part of a holiday by the sea: party/summer fete character; culinary delights for food lovers; entertainment for the whole family; something for everybody, not just for sailors.

- *Welche Bedeutung haben Volksfeste in den deutschsprachigen Ländern?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Economic importance: festivals attract tourists, create jobs and boost for regional economy, preserve cultural heritage, create quality time for family; reference to festivals studied as part of the course eg Weihnachten, Kirchweih, Schützenfest, Oktoberfest.

Possible content

Karte H: Bräuche und Traditionen in Deutschland

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 erfährt man hier über einige Bräuche und Traditionen in Deutschland?*

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

Comments on customs such as the eviction of winter through men wearing grotesque masks, punishment of naughty children by the scary companion of St. Nicolas; remarking on the different attitudes people have about these traditions; such old customs being considered as pagan and outdated; customs and celebrations forming an important part of regional identity; importance of passing them on to following generations.

- *Sind diese Bräuche und Traditionen Ihrer Meinung nach heutzutage noch relevant? Warum (nicht)?*

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

Students' own opinion on whether it is appropriate to continue with these outmoded, non-scientific, often politically incorrect and potentially scary traditions in the 21st century or whether they are part of a rich cultural heritage which should be cherished and upheld.

- *Welche anderen Traditionen und Bräuche in den deutschsprachigen Ländern kennen Sie?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Students could refer to other customs and traditions in German speaking countries which they are likely to have studied as part of the course: First of May celebrations, Father's day, St. Martin's day; typical Christmas traditions such as 'St. Nikolaus' on the 6th December, opening of Christmas presents on 24th; Carnival traditions, such as political floats; harvest festival; Easter fires etc.

Possible content

Karte I: Kunst – das große Geschäft

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 erfährt man über die Messe ‚Art Basel‘?*

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

Art Basel as largest trade fair for modern art; taking place every year; reference to some of the statistics eg number of visitors, galleries, artists; other events around the trade fair such as prize givings, cultural programme in Basel, promoting art projects worldwide.

- *Welche Vor- und Nachteile hat Ihrer Meinung nach dieses Event für die Stadt Basel?*

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

Increasing Basel's reputation as a centre for art; attracting new visitors to museums and galleries; financial gain from visitors; cultural events for the citizens; disadvantages from large influx of visitors such as high prices for hotels, over-crowding etc.

- *Was wissen Sie über deutschsprachige Künstler?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Reference to any artist the student has learnt about eg Klimt, Ernst, Kollwitz; views on the artist's output; description of a particular work of art; reference to own visit to art gallery/museum in German-speaking country.

Possible content

Karte J: Frankfurt am Main – das ‚Manhattan‘ von Deutschland

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 für eine Stadt ist Frankfurt am Main?*

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

Frankfurt being the only city in Germany with high-rise buildings in the centre; more such buildings planned for apartments rather than offices/businesses; reference to Frankfurt having many parks and green areas; Mainhattan as the nickname for Frankfurt; reference to contrasting market place with historic architecture.

- *Würden Sie gern in einem Hochhaus wohnen? Warum (nicht)?*

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

Own views about living in a high rise building; lack of space; living with too many neighbours close by; opportunities for participating in the life of the city; comfortable living in modern apartments; opportunities to make contacts with neighbours.

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

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

Reference to a specific building/buildings/towns in any of the German-speaking countries; expressing opinions about specific buildings/architectural styles; preservation/renovation of historical buildings; possible reference to destruction of many historical towns/buildings during Second World War; old and new architecture living side by side; reference to own visit to a German-speaking country; many buildings in Germany/Austria/Switzerland being on the Unesco World Heritage list.

Possible content**Karte K: Die lange Nacht der Museen****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 erfährt man über diese Veranstaltung in Berlin?*

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

An appreciation of what the event is about; comment about the time and duration of the event; unusual opening hours in the evening and into the night; expectation about the number of visitors; details about what is offered to visitors.

- *Würden Sie gern an der langen Nacht der Museen teilnehmen? Warum (nicht)?*

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

Whether they would take part in such an event; what the atmosphere would be like of a night time experience in the summer; whether the event would make them more likely to visit a museum to sample the atmosphere.

- *Wie wichtig sind Museen für das Berliner Kulturleben?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. Responses could include:

A comment about the range of museums Berlin has to offer – history, art, computer games, Trabi etc; examples drawn from visits they may have made to Berlin and the museums they visited; a mention of the UNESCO World Heritage sites on the *Museumsinsel*; examples drawn from their study of Berlin's cultural life.

Possible content**Karte L: Der Comedy-Bus****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 erfährt man hier über diese Stadtrundfahrt?*

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

An appreciation of the alternative style of the city tour, taking in the most interesting parts of town and the unconventional approach to sightseeing; a comment about the extra details given about what to expect from the tour and how much it costs.

- *Würden Sie gern an dieser Tour teilnehmen? Warum (nicht)?*

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

An evaluation about whether they are the target audience for such an excursion; whether they would find it funny based on the picture and the information; whether they would prefer a more traditional approach to sightseeing.

- *Inwiefern bietet Berlin viele kulturelle Sehenswürdigkeiten für Touristen?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. Responses could include:

Candidates could draw on the knowledge acquired from studying the culture of Berlin; they could list the sites they have learnt about, whether linked to the history, theatres or museums; a mention of Berlin's music scene as well as the numerous festivals in the city.