

AS
GERMAN
7661/3T/3V

Paper 3 Speaking

Mark scheme

June 2022

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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 Examiner.

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

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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.

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: Leih-Großeltern

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 ‚Leih-Großeltern‘?*

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

- helping families with regular childcare
 - no or little payment
 - the chance for retired people to have contact with the younger generation
 - a way of combating loneliness among the elderly.
-
- *Was halten Sie von diesem Programm?*

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

- the benefit of ensuring a fulfilled life in old age
 - health benefits through social contacts
 - the bonus of having contact with children
 - the importance of contact between generations
 - cost benefit for families in light of expensive official childcare.
-
- *Welche Familientrends sieht man 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:

- same-sex couples
- pressures of combining work with family life
- divorce rates and later marriage
- reference to attitudes in different parts of the German-speaking world.

Possible content

Karte B: Gleichgeschlechtliche Beziehungen

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 gleichgeschlechtliche Partnerschaften in Deutschland?*

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

- the success of same-sex marriages and partnerships in Germany
 - how long they have been legal in Germany
 - a comparison between same-sex partnerships and traditional marriages
 - possible reasons for this trend as outlined on the card.
-
- *Wie stehen Sie zu homosexuellen Partnerschaften und Eheschließungen?*

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

- an opinion about same-sex partnerships
 - reasons why many people cannot accept them
 - recognition of equal rights for same-sex couples by law
 - view about current debate relating to the adoption of children by same sex couples.
-
- *Wie wichtig ist die Ehe 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:

- the evolution in marriage and different types of partnership and their prevalence
- the growing number of singles
- the incentives for couples to marry
- divorce rates and later marriage.

Possible content**Karte C: Soziale Medien 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 zeigt die Karte über den Gebrauch von sozialen Medien in Deutschland?*

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

- more than half of the German population are using social media
 - distinct difference between older and younger age groups
 - Facebook not as popular as in the past
 - social media most widely used for communication with friends/family and watching videos with stars/influencers.
- *Welche positiven und negativen Einflüsse können soziale Medien Ihrer Meinung nach haben?*

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

- easy way to keep in touch with other people
 - easily accessible information about many aspects of life
 - risk of peer group pressure and loss of self-esteem through comparing oneself with others
 - dangers of cyber bullying.
- *Welche Rolle spielt die digitale Technologie im täglichen Leben 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:

- knowledge acquired through the study of the sub-theme
- increased popularity of online shopping
- the need to improve access to fast Internet in some regions
- current discussion in Germany about digital technology in schools.

Possible content**Karte D: Deutschland – Land der Gamer****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 wichtig ist Gaming in Deutschland?*

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

- reference to and comment on the statistical information on the card
 - video games being used as a learning tool in schools
 - video games presenting a virtual reality
 - competitions for professional gamers with high financial rewards.
- *Was sind Ihrer Meinung nach die Vor – und Nachteile von Videospiele?*

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

- time spent in front of a screen
 - addiction issues
 - effect on eyesight and attention span
 - developing strategies and problem solving
 - enthusiasm for new ways of learning.
- *Welche Bedeutung haben digitale Medien 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:

- observations based on visits to a German-speaking country
- sales of mobile phones, computers etc
- concerns about data security
- current trends.

Possible content**Karte E: Wertheim Village – Designermarken zu Sonderpreisen****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:

- *Warum ist Wertheim Village populär bei jungen Käufern und Käuferinnen?*

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

- convenience and ease of access
 - designer clothes at reduced prices
 - facilities such as cafés and playgrounds
 - the atmosphere of a medieval village
 - reference to the view that the designer clothes are still over-priced.
- *Wie stehen Sie zu Designer-Klamotten?*

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

- personal preferences
 - whether high prices always mean good quality
 - the importance of labels
 - pressures on young people to wear designer labels
 - ethical considerations.
- *Wie wichtig ist Mode für Jugendliche in Deutschland, Österreich oder der Schweiz?*

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

- reference to observations from visits to these countries
- popular fashion and sport brands
- fashion as a part of cultural identity
- current trends
- Berlin fashion week.

Possible content

Karte F: ‚Austro-Pop‘: Popmusik aus Österreich

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 Band ist ‚Wanda‘?*

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

- male pop band from Vienna with five members
- successful in German-speaking countries
- performing in small and big venues
- reference to their type of music: dialect, themes of love and death, influenced by indie and Rock ‘n’ Roll
- drug and alcohol abuse in the past.
- *Würden Sie ein Konzert dieser Band 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:

- personal opinion on the genre of pop music
- the value of singing in Viennese dialect
- whether the melancholic nature of their songs is appealing
- general opinion about attendance at (large) concerts.
- *Welche Rolle spielt Musik im Leben von 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:

- the most popular types of music
- the popularity of downloading music
- declining sales of CDs
- popular music festivals
- role of classical music and instrumental tuition.

Possible content**Karte G: Ein alter Brauch zum Sommerbeginn****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 feiert man in der Wachau den Beginn des Sommers?*

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

- the Sonnwendfeier as a celebration to mark the start of summer
 - fires, torches and fireworks along the river Danube
 - wine and food from the region
 - the programme for the Sonnwendfeier in 2022
 - one of the oldest and most spectacular traditions in this part of Austria.
- *Würden Sie die Sonnwendfeier 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:

- personal view about such festivities
 - the attraction of fires and lights during darkness
 - comment on the picture of the Danube valley
 - the importance of local and regional traditions.
- *Welche traditionellen 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:

- knowledge gained from studying the sub-theme
- various Christmas and Easter traditions
- other special customs eg Maibaum, Nikolaus, Schultüte
- observations from visits to a German-speaking country.

Possible content

Karte H: Der ‚Cannstatter Wasen‘

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 ‚Cannstatter Wasen‘?*

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

- one of the largest festivals in Germany, taking place in the autumn
- originally a festival about agriculture and nature
- information about visitor numbers, beer consumption etc
- the environmental impact eg energy consumption, rubbish
- employment opportunities and other economic benefits.
- *Sollte man Ihrer Meinung nach traditionelle Feste noch feiern? Warum (nicht)?*

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

- the importance of tradition to cultural identity
- the need to preserve history for future generations
- the potential for economic benefits
- the need for escapism or public holidays
- changing nature of feasts and festivals in a multi-cultural society.
- *Welche Feste 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 and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- examples of traditional festivals that are celebrated throughout Germany, Austria and Switzerland such as Oktoberfest, Fasching and Karneval
- new traditions such as Halloween
- the disappearance of smaller folk festivals and whether they are missed
- different traditions in the various regions of Germany/Austria/Switzerland.

Possible content

Karte I: Wand-Kunst in Mannheim

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 passiert bei dem Projekt Stadt.Wand.Kunst?*

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

- an annual project for creating street art on buildings in Mannheim
 - national and international street artists creating pictures on facades
 - so far 29 murals in the city centre and other, poorer, districts
 - declared aim to create colour on grey walls.
- *Halten Sie ein solches Projekt für sinnvoll? Warum (nicht)?*

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

- the importance of beauty and colour in urban spaces
 - supporting the social aspects of enhancing more deprived residential areas
 - the view that art needs to be accessible for everybody
 - possibility of the paintings causing controversy among the population.
- *Welche Künstler oder Künstlerinnen im deutschsprachigen Raum 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:

- knowledge acquired through studying the sub-theme
- influential art movements such as Die Brücke and Der blaue Reiter
- personal preference for individual artists and their work
- experiences from personal visit to Germany, Austria or Switzerland.

Possible content

Karte J: Urbanes Wohnen im 21. Jahrhundert

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 hat sich das Stadtbild von Zürich verändert?*

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

- a new project with three linked high-rise buildings
 - the towers with apartments, hotel, gastronomy and fitness studios
 - high ecological standards and energy efficiency
 - all apartments with smart home technology
 - located close to public transport.
- *Würden Sie gerne im ‚Volcano‘ 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:

- advantages of modern accommodation with high standard of digital technology
 - superb views of the surroundings
 - convenience of living near public transport and shopping/leisure facilities
 - disadvantages of living in such apartments eg possible loneliness, lack of garden.
- *Was wissen Sie über alte oder neue Architektur 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:

- knowledge of some prominent older buildings eg cathedrals, castles
- importance of preserving old town architecture
- knowledge of examples of 20th century architecture eg Bauhaus, Potsdamer Platz
- impressions from personal visits.

Possible content

Karte K: Internationales Frühstück

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 zeigt sich gastronomische Vielfalt in Berlin?*

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

- cafés offering breakfast from different countries
 - comment about the types of food from countries such as Russia and Turkey
 - speculation about how popular these cafés are among local residents and tourists
 - the impact that immigrants have on Berlin's gastronomy.
- *Wie denken Sie über die Aussage von Elke Breitenbach?*

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

- agreement that a range of cultural influences makes a city interesting and vibrant
 - how this can promote tolerance and understanding among different ethnic groups
 - importance for Berlin as the capital to demonstrate a cosmopolitan character
 - possible tensions between ethnic groups.
- *Warum ist Berlin ein beliebtes Ziel für Touristen?*

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. Responses could include:

- Berlin offering something for all ages and interests
- the wide range of museums and galleries
- all types of music events from classical to rock and ethnic music
- historical sites providing knowledge about the history of Germany and Berlin.

Possible content**Karte L: Musik der Straße****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 kann man in Berlin Straßenmusik erleben?*

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

- Berlin as one of the most popular cities for street music
 - musicians from all over the world
 - different music genres to be heard
 - where street music can be heard, eg in parks and at stations.
- *Wie denken Sie persönlich über Straßenmusik?*

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

- a possibility for musicians to launch their careers
 - often quite mediocre performances
 - potential to be a disturbance to residents living nearby
 - the need for rules and regulations
 - street music adding to the atmosphere of a city.
- *Was wissen Sie über die Berliner Musikkultur?*

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. Responses could include:

- the cultural diversity of the music scene in Berlin
- large number of clubs where music is performed
- music festivals
- the central role of classical music eg two opera houses, various concert halls, world famous orchestras
- personal experience from a visit to Berlin.