

AS
GERMAN
7661/3T/3V

Paper 3 Speaking

Mark scheme

June 2023

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 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.

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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: Wir wollen heiraten!

1. 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.

2. Points related to the three questions:

- *Wie beliebt ist die Ehe in Deutschland?*

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

- number of marriages rising until 2018 and falling since then
 - average age of getting married above 30
 - men tend to get married later than women
 - a variety of reasons for the rising popularity of marriage.
- *Wie denken Sie über die Aussagen der Personen auf dieser Karte?*

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

- expressing agreement/disagreement with the general idea that marriage is positive
 - the importance of children having the same surname as their parents
 - married couples possibly trying harder to solve problems with their relationship
 - marriage creating the feeling of being a real family
 - views on the romantic view of a wedding.
- *Wie haben sich die Einstellungen zu Ehe und Familie in den deutschsprachigen Ländern in den letzten Jahren 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:

- Acceptance of diverse forms of families
- Same sex marriage now legal in Germany and Austria, planned legalisation in Switzerland
- Tolerant and supportive attitudes towards single parent families
- Cohabitation without being married much more widespread
- Importance of support for families, ie financial, childcare.

Possible content**Karte B: Neue Formen des Zusammenlebens****1. 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.

2. Points related to the three questions:

- *Um welche Formen des Zusammenlebens geht es hier?*

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

- new ways of living together, especially in cities
 - examples on the card of people sharing accommodation: elderly people, single mothers, people without partners
 - a way of avoiding loneliness
 - mutual support, sharing chores, sharing childcare
 - financial gain through lower cost for accommodation.
- *Welche Probleme könnte es Ihrer Meinung nach in solchen Wohngemeinschaften geben?*

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

- loss of privacy
 - disagreement over sharing tasks
 - different interests and habits
 - different attitudes towards upbringing of children.
- *Wie hat sich in den letzten Jahren die Familie in den deutschsprachigen Ländern 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:

- fewer traditional families
- same sex marriage now legal in Germany and Austria, planned legalisation in Switzerland
- greater percentage of working mothers
- need for good childcare
- more active role of fathers.

Possible content**Karte C: Medienerziehung für Kinder und Jugendliche****1. 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.

2. Points related to the three questions:

- *Was bietet die Initiative Gutes Aufwachsen mit Medien?*

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

- information and tips about safe internet use
 - digital education
 - a safe internet environment for children
 - a comment about the pictures and web links.
- *Wie effektiv finden Sie solche Programme?*

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 whether such programmes keep pace with change
 - whether they are aimed at the right target groups
 - an evaluation of what may be more effective
 - personal experience.
- *Welche Rolle spielen 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 from visits to German-speaking countries
- the latest trends relating to gaming, apps and videos
- cases relating to problems caused by digital media
- digital media in schools.

Possible content**Karte D: Handysucht unter deutschen Jugendlichen****1. 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.

2. Points related to the three questions:

- *Was sind die Konsequenzen der Handysucht für deutsche Jugendliche?*

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

- matters relating to addiction
 - statistics relating to health and education
 - a comment about the two pictures
 - an appreciation of the quotation.
- *Welche Vorteile haben Ihrer Meinung nach Smartphones im täglichen Leben?*

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

- examples of useful apps
 - personal anecdotes
 - easy contact in case of emergencies
 - examples of people living without smartphones.
- *Welche Rolle spielen digitale Medien im Leben der Jugendlichen 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:

- observations from visit to a German speaking country
- statistics about use of digital media in Germany, Austria or Switzerland
- popular websites, games etc among young people in German-speaking countries
- attitudes towards Facebook, Instagram, Twitter etc.

Possible content**Karte E: Ende des ‚Reality-Wahns‘?****1. 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.

2. Points related to the three questions:

- *Welche Tendenz bei den Fernsehgewohnheiten der deutschen Jugend sieht man hier?*

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

- the decline in viewing figures for various types of reality TV show
 - commenting on the types of reality shows, ie music, fashion, celebrities
 - reasons why young people are turning away from these programmes.
- *Haben Ihrer Meinung nach Casting- und Realityshows auch Vorteile?*

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

- the entertainment value of seeing people put in unusual situations
 - the sense of unity in families watching the same programme together
 - seeing celebrities in a new environment
 - the advertising revenue from such programmes.
- *Wie wichtig ist das Fernsehen im täglichen 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 of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- observations from the student's own visit to Germany, Austria or Switzerland
- the decline in watching conventional TV
- popularity of watching TV on streaming services, view on demand etc
- reference to particular programmes that are popular with young people in German-speaking countries.

Possible content**Karte F: Die Rückkehr der Punkbewegung****1. 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.

2. Points related to the three questions:

- *Was erfährt man hier über die Punkszene in Deutschland?*

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

- the look associated with punks
 - a comment about the nature of the music
 - details about the festival in Kronach.
-
- *Würden Sie das Punk-festival in Kronach 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:

- whether the festival is appealing
 - details about personal tastes and preferences
 - an opinion about whether violent lyrics are appropriate
 - whether or not outdoor festivals are worthwhile.
-
- *Was wissen Sie über Musik- und Modetrends 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 prevalence or otherwise of German-speaking bands
- current fashion trends in German-speaking countries
- observations based on visits to German-speaking countries
- the increasing criticism of 'fast fashion'.

Possible content**Karte G: Traditionelle Schweizer Kultur****1. 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.

2. Points related to the three questions:

- *Warum gibt es in Zermatt im August viele Besucher?*

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

- annual folklore festival in August, the largest in Switzerland
 - traditional music and dance
 - swiss traditional costumes
 - the big parade as the highlight of the festival.
-
- *Würden Sie selbst gern dieses Fest 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:

- positive or negative reaction to the question
 - importance of upholding folk traditions of the country
 - whether these are relevant to younger people
 - economic benefits of such events through attracting tourists.
-
- *Was wissen Sie über andere Feste im deutschsprachigen Raum?*

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 well-known festivals such as Oktoberfest or Karneval
- knowledge of some Christmas traditions or other religious festivals
- new festivals being celebrated through the influence of immigration
- current security concerns regarding large crowds at major festivals.

Possible content

Karte H: Eine alte Tradition in Bayern

1. 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.

2. Points related to the three questions:

- *Was ist der ‚Leonhardi-Ritt‘?*

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

- an annual procession in November with horses
 - origin of name: St. Leonhard as patron saint of farm animals
 - Bavarian tradition
 - special carts with people wearing traditional Bavarian costume
 - occasion for celebration with drinking and dancing.
-
- *Wie denken Sie über solche alten Traditionen?*

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

- appreciation of the value of observing old Christian traditions
 - importance for attracting tourism to places
 - opinion about the relevance of such customs in our time.
-
- *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:

- knowledge of Christmas and New Year's Eve customs in Germany, Austria, Switzerland
- Easter traditions
- other traditions during the year, eg Maibaum, Schultüte, Martinstag, Nikolaus, regional customs during Fasching/Karneval
- special regional traditions.

Possible content

Karte I: Kunst als Blick in die Welt

1. 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.

2. Points related to the three questions:

- *Was für eine Künstlerin ist Jeannine Platz?*

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

- a female painter from Hamburg
 - describing some of her work: cityscapes from a world tour, landscapes of the Arctic and Antarctic, series of pictures of the port of Hamburg
 - other activities as an artist and work in film and television
 - reference to the fact that she paints only with her hands.
- *Wie denken Sie über das Werk dieser Malerin?*

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

- expressing surprise at the unusual painting technique
 - whether the student finds this genre of paintings interesting or not
 - importance of painting fragile habitats such as the polar regions
 - comment on combining painting with working in other fields.
- *Welche bedeutenden Maler oder Malerinnen 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:

- examples of German-speaking painters such as Albrecht Dürer, Gustav Klimt, Franz Marc
- why their work was influential
- personal visit to galleries in Germany, Austria or Switzerland
- famous German art movements such as Die Brücke, Der blaue Reiter.

Possible content**Karte J: Ein Haus für Menschen und Bäume****1. 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.

2. Points related to the three questions:

- *Warum ist das Hundertwasserhaus ein ungewöhnliches Wohnhaus?*

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

- main features of the house: no straight lines, colourful façade, trees on the roof, uneven floors
 - numerous roof terraces and what they might be used for
 - a house for private residents which is also a tourist attraction.
- *Würden Sie selbst gern in diesem Haus 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:

- personal opinion about the unusual features
 - how it would feel living with curved lines and uneven floors
 - possible benefits of the 'green' roof: recreational, environmental etc.
- *Welche anderen bedeutenden Gebäude 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:

- famous buildings in Germany/Austria/Switzerland eg Kölner Dom, Brandenburger Tor, Neuschwanstein
- knowledge about architectural styles eg Gothic, Baroque
- Bauhaus and its influence
- old and modern architecture existing side by side.

Possible content**Karte K: Schiffstour ‚Historische Stadtrundfahrt‘****1. 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.

2. Points related to the three questions:

- *Was kann man bei Schiffstouren durch Berlin erleben?*

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

- exploring historical sights in Berlin during a boat tour
 - seeing a lot of places of interest within a short time
 - reference to audio guides describing buildings
 - reference to other types of tours: in the evening, for parties, special tours at Christmas and New Year.
-
- *Würden Sie gern an einer dieser Touren 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:

- personal preference for types of city tours
 - comment on the price for this tour
 - comment on whether it is better to spend time at each place of interest
 - attraction of celebrating parties on board.
-
- *Was wissen Sie über andere wichtige Sehenswürdigkeiten in Berlin?*

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:

- memorials and museums
- sites relating to the Third Reich and Cold War
- government buildings
- seasonal attractions.

Possible content**Karte L: Die außergewöhnlichen Museen Berlins****1. 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.

2. Points related to the three questions:

- *Was kann man in den außergewöhnlichen Berliner Museen erleben?*

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

- the wide variety of unusual museums away from the main attractions
 - learning about the history of the GDR through objects
 - open air museum illustrating medieval life
 - exploring Berlin's underground
 - a museum specialising on computer games.
-
- *Würden Sie diese Museen 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:

- a comment about each museum in turn
 - whether they are aimed at their age group
 - whether it is important to see the main tourist sights
 - what can be gained by seeing the more unusual sights.
-
- *Inwiefern hat Berlin kulturelle Angebote für alle Besucher?*

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:

- museums and exhibitions
- music events and venues for young visitors
- historical tours by road and river
- art and artefacts (eg Museumsinsel).