



AS German

7661/3T/3V – Speaking

Mark scheme

June 2018

Version/Stage: 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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright © 2018 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

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: Die Familie – Mittelpunkt des Lebens

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 Bedeutung der Familie?*

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

Reference to the content of the survey; reference to and possible reaction to the positive attitude among young Germans towards the importance of the family; comment on the desire to have children and possible reasons for the difference between women and men; reference and reaction to positive image most young adults have of their own parents.

- *Wie können Eltern Ihrer Meinung nach ein Vorbild sein?*

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

Opinions on and examples of good parenting; love, understanding and discipline; the importance of being role models; reference to own parents; the importance of a secure home life; the changing relationship when children become teenagers; possible reference to pressures on today's parents; external influences on children.

- *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; impact of rising divorce rate on families; acceptance of non-married parents; same sex couples having/adopting children; increase in numbers of working mothers; knowledge about help given by the state to families with small children (*Elterngeld, Vaterschaftsurlaub* etc.); trend towards young people staying at home longer (*'Hotel Mama'*) possible reference to falling birth rates in Germany.

Possible content

Karte B: Bumerangkinder - zurück ins Hotel Mama

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 Familientrends in Österreich?*

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

Indication of an understanding of the title; reference to the trends indicated by the statistics; comment on the large number of adult males still living in their parental home into their 30s; possible reasons for the trend as indicated by the bullet points e.g. financial security, comfortable life

- *Was sind Ihrer Meinung nach die Vor- und Nachteile davon, als Erwachsener im Elternhaus zu wohnen?*

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

The chance to save money after studying; the lack of responsibility; sharing household chores; the burden placed upon parents; the lack of space and privacy

- *Wie hat sich in den letzten Jahrzehnten der Begriff von Familie in Deutschland, Österreich oder der Schweiz verändert?*

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

Marriages later in life, higher divorce rates, different family models, as well as their own experiences; more single-parent families; tendency for women to have children later in life and to resume their career after maternity leave; different family dynamics with women as main providers; fathers as full time carers for their children; three generations living together ('*Mehrgenerationenhaus*'); grown-up children living/having to live with parents, new types of families including same sex relationships and adoptions.

Possible content**Karte C: Digitales Burn-out?****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 den Gebrauch von Handys*

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

Frequency of mobile phone use; length of use in a day; what activities are undertaken; comment on the fact that making a phone-call is the shortest of these; own use compared with the statistics; reference to the 'digital diet' recommended by IT expert; reducing reliance on mobile phone; reading instead of tapping when travelling.

- *Wie denken Sie über eine ‚digitale Diät‘?*

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; doubt whether young people would get out of the habit; possible results of over-reliability/over-use of mobile phones such as reduction in communicative skills; own attempt at reducing use of mobile phones; banning of mobile phones in school.

- *Welche Bedeutung hat digitale Technologie in Deutschland, Österreich oder in 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 materials encountered while studying the sub-theme; whether there are any real differences between German-speaking countries and Britain; use of social media; popularity of downloading music and films; careless attitude about personal data protection; popularity of computer games; use of digital technology in schools; personal observations made while visiting a German-speaking country/staying with a German-speaking family.

Possible content**Karte D: Liebe auf den ersten Klick****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 Dating-Apps?*

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

Reference to availability of dating apps and the number of users; a reference to the ease of finding matches quickly; a reference to the dangers posed by fake profiles; analysis of the statistics presented

- *Was sind Ihrer Meinung nach die Vor- und Nachteile von Smartphone-Apps?*

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

An opinion relating to the content of the card; reference to the entertainment provided by apps; reference to useful apps such as maps, GPS, dictionaries etc.; the possibility of spending lots of money on online gambling or other apps; the possibility of wasting lots of time on addictive games; the proliferation of adverts on social networks.

- *Wie wichtig sind Handys im täglichen Leben 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:

Information about the availability and use of mobile phones; contacts they may have abroad; observations they may have had whilst visiting a German-speaking country.

Possible content**Karte E: Die Rückkehr der Vinylplatten?****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 den Musikverbrauch in Deutschland?*

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

A recognition that vinyl is making a comeback amongst music fans as well as possible reasons for this trend; a recognition that it is still very much a minority

- *Wie reagieren Sie auf die Statistik?*

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

A reaction to whether or not the results are expected and an opinion about whether this trend is likely to continue; an evaluation of how the candidate and friends consume music; whether this has shifted since the data was taken in 2017.

- *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 of the sub-theme. This knowledge could relate to Germany, Austria and Switzerland and the relationship between them. Responses could include:

Examples of German language songs based on their own studies of the topic and/or observations from visiting a German speaking country; a comparison of the overall make-up of the German charts between German and English language songs; a comment on tastes of different generations.

Possible content

Karte F: Experiment Jugendfernsehen

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 war das Besondere am Fernsehsender Joiz?*

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

Channel directed specifically at young people; interactive TV channel giving opportunities to influence the programmes; possible reference to some of the programmes listed; a lot of English or semi-English titles; reference to and possibly surprise at the short life of the channel.

- *Ist es Ihrer Meinung nach wichtig, dass es einen speziellen Fernsehsender für junge Leute gibt? Warum (nicht)?*

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

Young people's tastes differing from their parents; TV channel addressing issues of particular interest/concern to young adults; examples from own TV watching; necessary inclusion of social media interaction on TV in today's digital world; possibly denying any real purpose and value of such channels.

- *Welche Rolle spielt das Fernsehen bei Jugendlichen in Deutschland, Österreich oder in 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 materials encountered while studying the sub-theme; length of time spent by young people watching TV; decline in watching television on a traditional set in favour of computer/tablet/ internet; popular programmes for young people in German-speaking countries; popularity of interactive television; reference to/opinions about TV programmes watched while staying with a German-speaking family; communication about television with German/Austrian/Swiss friends.

Possible content

Karte G: Ostern in Wien

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 Ostermärkte in Wien?

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

Reference to when and how often the markets are held and their duration; located on more than one places in the Vienna; possible reference to Christmas markets being better known, description of what there is to buy e.g. craft items, decorations, regional food; reference to and possible comment on special activities for children; possible comment on Easter egg searches as a longstanding tradition in German-speaking countries; live music as an attraction for many people.

- Würden Sie so einen Markt selbst 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:

Market as an attractive destination in spring; value of family activities; own interest in crafts; attractive for tourists who want to sample local cuisine; perhaps too commercial; what he/she would like to most there; positive or negative personal views of such events.

- Was wissen Sie über andere Traditionen in Deutschland, Österreich oder der Schweiz?

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

Knowledge of a range of regional or national traditions gained during the wider study of the sub-theme and/or visits to a German-speaking country; traditions on religious feast days such as *St. Nikolaus*, *St. Martin*, *Allerheiligen*, *Heiliger Abend*, *Silvester*, *Ostern*; festivities such as *Karneval/Fasching*, *Kirchweih*, *Schützenfest*, *Oktoberfest*; traditions observed by families on family occasions such as christenings, first day at school, weddings etc.; importance of old traditions for the younger generation; reference to traditions/feasts within immigrant communities.

Possible content**Karte H: Ein wichtiger Tag für Kinder****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 Schulanfang von Kindern in Deutschland, Österreich und der Schweiz?

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

Reference to later school starting age; the *Schultüte* as being important part of first school day; filled with sweets and little school utensils; being handmade perhaps more valuable than purchased in shop; possible comment on the danger of being compared with wealthier children; reference to and comment on what happens usually on first day at school; important occasion for the whole family.

- Wie wichtig ist für Kinder Ihrer Meinung nach ein guter Start in der Schule?

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

Importance of children made welcome at school; memorable day perhaps helpful to ease the transition; school should be fun; impact of good start on later school life; possible reference to personal experience; comment on whether a younger or older school starting age is better.

- Welche anderen Traditionen 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 a range of regional or national traditions gained during the wider study of the sub-theme and/or visits to a German-speaking country; traditions on religious feast days such as *St. Nikolaus*, *St. Martin*, *Allerheiligen*, *Heiliger Abend*, *Ostern*; special traditions in alpine regions; other traditions observed on family occasions such as christenings, weddings etc; recent introduction of Halloween.

Possible content

Karte I: Wohnen auf der Brücke

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 das Besondere an der Krämerbrücke?

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

Reference to bridge dating back to medieval time; length of bridge; houses and sipping street on the bridge; people living and working on the bridge; what types of shops to be found there; attraction for tourists; possible mentioning of *Fachwerkhaus* as a typical old German house; reference to the quote and interpretation of it.

- Würden Sie selbst gern in einem mittelalterlichen 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:

Old houses often being more aesthetic than new buildings; special/individual character of old houses; new houses often looking the same; old houses often situated in the centre; disadvantages such as small rooms, low ceilings; harder to heat; frequent repairs necessary; restrictions with parking areas.

- Was wissen Sie über alte Architektur 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 a specific building/specific buildings/town in any of the German-speaking countries; describing main features of its/their architectural style; expressing opinions about specific buildings/architectural styles; reference to own visit/s to a German-speaking country; how local population values their architectural heritage; preservation/renovation of old towns/town centres/buildings; reference to destruction of many towns/buildings during second world war; post-war rebuilding.

Possible content**Karte J: KRASS – Kunst für alle****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 Kunst-Projekt KRASS?*

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

A recognition that KRASS supports disadvantaged children through the medium of art; a comment about the work it does at its centre and out in the community; an awareness of the benefits it claims to offer.

- *Was meinen Sie zu dieser Idee?*

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

A reaction to whether art can help disadvantaged children; an opinion on the benefits or otherwise of what the project does in the community for the poorer children of Düsseldorf.

- *Wie wichtig ist Kunst 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:

Examples of German/Austrian/Swiss art based on their own studies of the topic and/or observations from visiting a German speaking country; an evaluation of how accessible it is to typical citizens and a comparison with their home country.

Possible content**Karte K: Tanzen in der Telefonzelle****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 die ‚Teledisko‘?

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

Reference to the small size; old telephone box converted into dancing space; description of interior such as light effects, disco ball; reference to the fact that music is obtained digitally from spotify; reference to the inventor; explanation of how it works.

- Wie finden Sie diese Idee?

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

Surprise at the unusual idea; speculation whether it has proved popular; whether candidate would frequent it himself/herself; possibility of getting people into party mood when dancing in a small space; likelihood of vandalism.

- Was wissen Sie über das Musikleben 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:

Vibrant music life in Berlin; something for all tastes and ages e.g. classical music in opera houses/concert halls, jazz clubs, discos/clubs etc.; meeting of musical cultures from all over the world; festivals and open air events; reference to own visit and any experiences with music performance.

Possible content

Karte L: Die lange Nacht der Religionen

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 Berliner Festival „Die lange Nacht der Religionen“?*

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

Reference to the date (possible reference to it being close to a Christian festival and public holiday); appreciation of the multi-faith nature of the event; reference to the two pictures with a focus on interfaith dialogue between Muslim and Christian communities (especially given the location of the church); an appreciation of the full range of those opening up their places of worship across the city; reference to the quotes

- *Was meinen Sie zu dieser Veranstaltung?*

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

A personal response about inter-faith dialogue and experiences; an appreciation of the religious diversity of big cities like Berlin and the importance of peaceful co-operation; an opinion about the particular openness of Muslim communities given the events at Breitscheidplatz in 2016; an opinion about whether such events can aid community cohesion.

- *Wie wichtig ist die Vielfalt der Bevölkerung im 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:

Observations from trips to Berlin; an appreciation of the multicultural history of post-war Berlin; a reference to multicultural events such as *Karneval der Kulturen*; references to other diverse communities as well as religious minorities (possible reference to Love Parade)