
AS

German

Paper 3 Speaking
Mark scheme

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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 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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's performance listen to it and note the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the performance and not look to pick holes in small and specific parts of the performance where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be a performance in the standardising materials which will correspond with each level of the mark scheme. This performance will have been awarded a mark by the Lead Examiner. You can compare the student's performance with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the performance based on the Lead Examiner's mark on the example.

You may well need to listen again to a performance as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

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

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

Each assessment objective should be assessed independently.

The mark-scheme 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: Scheidung in 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.

- *Was erfährt man über Scheidung in Österreich?*

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

Reference to the statistics about divorce in Austria; an evaluation of the reasons given for marriage breakdown.

- *Wie sind Ihrer Meinung nach die Konsequenzen der Scheidung für die Gesellschaft?*

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

An evaluation of the positives of ending an unhappy relationship; the impact upon children; the social costs of family breakdowns; the difficulty of shared access to children; the chance of finding happiness again.

- *Wie haben sich die Einstellungen zur Ehe und zur Scheidung 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:

Knowledge of societal trends such as living together before marriage; the greater acceptance of divorce; the weakening influence of religion; the different types of marriage/partnership now accepted in society.

Below are some examples of questions students could ask:

- *Wie stehen Sie zum Thema Ehe und Scheidung?*
- *Ist die Ehe noch wichtig?*
- *Sollten Ihrer Meinung nach Paare zusammenleben, bevor sie heiraten?*
- *Was sind die Vorteile davon, sich scheiden zu lassen?*

Possible content

Karte B: Ehe 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.

- *Was erfährt man hier über die gleichgeschlechtliche Ehe in der Schweiz?*

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

Reference to the particular case of Switzerland; a reference to public opinion in Switzerland in the last survey; the demand for equal marriage from pressure groups.

- *Wie stehen Sie zur Homo-Ehe?*

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

An evaluation of the rights of same sex couple versus those who disagree

- *Wie hat sich in den letzten Jahren die 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:

Knowledge of how family models have developed in each country in respect of same sex marriage, adoption, second marriages etc.

Below are some examples of questions students could ask:

- *Sind Sie für oder gegen die Homo-Ehe?*
- *Warum hat die Schweiz die Homo-Ehe noch nicht genehmigt?*
- *Sollten gleichgeschlechtliche Paare adoptieren dürfen?*
- *Sollte man auch religiöse Gruppen respektieren, die prinzipiell dagegen sind?*

Possible content

Karte C: Die Spieleparty des Jahres!

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.

- *Was erfährt man hier über die Gamescom?*

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

Large trade exhibition in Cologne; taking place once a year; international visitors; reference to number of companies exhibiting new products; comment on the entry price; reference to the two pictures showing people playing games; importance of introducing new blockbuster games; reference to different methods of playing games.

- *Wie denken Sie persönlich über Video- und Computerspiele?*

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

Describing own experience with computer games; excitement for the players; possibility to play with friends; possible disadvantages such as making teenagers isolated; preventing physical and social activities; danger of becoming addicted; need for age restriction; violence in many games.

- *Welche Rolle spielt Computertechnologie in Deutschland, Österreich oder der Schweiz?*

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

Reference to relevant material encountered while studying the sub-theme; any genuine differences between German-speaking countries and Britain; popularity of computers/mobile phones among young people; reference to country specific discussion/legislation about internet safety; role of digital technology in schools; personal observations made during own visit to a German-speaking country.

Below are some examples of questions students could ask:

- *Spielen Sie selbst Computerspiele?*
- *Würden Sie diese Messe besuchen?*

- *Welche Rolle spielen Computer und Internet für Sie?*
- *Wie viel Zeit sollten Kinder und Jugendliche am Computer verbringen?*

Possible content

Karte D: Der Einfluss des Internets auf junge Leute

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.

- *Was erfährt man hier über den Einfluss vom Internet auf Jugendliche?*

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

Reference to the statements on the card; wide use of internet in the lives of young people; the internet being influential in school work and free time; over-use of internet as a negative influence; reference to the pictures on the card.

- *Was sind Ihrer Meinung nach die Nachteile des Internets?*

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

Time-wasting on games and networks; cyber-bullying and its effects; the dangers of internet fraud, the proliferation of pornography; children meeting people they don't know through online forums; paedophiles' use of the dark web; the problems linked to information; the lack of security of personal data; the publication of defamatory or inappropriate material.

- *Wie wichtig ist das Internet 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 participation on social networks; websites/forums candidates are familiar with; observations they may have had whilst visiting a German-speaking country.

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

- *Wie benutzen Sie das Internet?*
- *Waren Sie schon mal Opfer von Internetbetrug?*
- *Wie stehen Sie zu den sozialen Netzwerken?*
- *Sollten Schulen mehr in die digitale Zukunft investieren?*

Possible content

Karte E: Schönheitsideale

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to specific questions:

- *Was erfährt man hier über Image und Selbstwertgefühl unter deutschen Jugendlichen?*

Students' responses will be based on the information on the card and may cover the following: Indication of an understanding of the survey; reference and possible reaction to the statements and figures in the survey; reference to the differences between girls and boys; young people looking up at stars as their ideal.

- *Welche Gefahren hat der Schönheitswahn Ihrer Meinung nach?*

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

The pressure on young people to be thin; the costs involved in maintaining a look – gym membership, make-up etc.; the potential of eating disorders arising from low self-esteem.

- *Was wissen Sie im Allgemeinen über die Einstellung zu Mode und gutem Aussehen unter Jugendlichen in Deutschland, Österreich oder der Schweiz?*

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

Reference to source material encountered while studying the sub-theme; observations from the candidate's own visits to Germany, Austria or Switzerland; references to different trends; reference to role-models from the German speaking world.

Below are some examples of questions students could ask:

- *Wie finden Sie diese Statistik?*
- *Gibt es Ihrer Meinung nach zu viel Druck, schön auszusehen?*
- *Wer ist daran schuld?*
- *Wie kann man dieses Problem am besten bekämpfen?*

Possible content

Karte F: „Das Sommerhaus der Stars“

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.

- *Was zeigt die Karte über die neue Fernsehshow?*

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

Reference to the type of programme involved; reference to the celebrity couple dimension of the show; a mention of the picture and an inference about the type of activities there may be in the show; information about the particulars of the show eg rules of the game

- *Wie finden Sie Talent- und Container-Shows mit Prominenten?*

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 these types of programme; examples of popular shows in UK; differentiation between the two types of programme; whether they like the celebrity element; the importance of voting for candidates; the opportunity for the family to come together for these shows.

- *Wie wichtig ist 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 trips to a German-speaking country; reference to the most popular TV programmes; viewing figures for different types of programme; changing trends; TV being overtaken by online activity.

Below are some examples of questions students could ask:

- *Sehen Sie gern Reality-Shows?*
- *Was für Sendungen sehen Sie am liebsten?*
- *Waren die Sendungen besser, als Sie jünger waren?*
- *Kennen Sie andere deutsche Sendungen?*

Possible content

Karte G: Eine Stadt spielt Mittelalter

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.

- *Inwiefern ist die „Landshuter Hochzeit“ ein großes Ereignis?*

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

Information about date, frequency and origin of the festival; reference to the pictures describing the old town of Landshut; reference to the medieval character of the festival; reference to the pictures describing the procession and jousting; eating, drinking, dancing as in the middle ages; reference to/surprise at the mass participation of Landshut citizens and the number of visitors from all over the world.

- *Wie erklären Sie die Popularität des Festes?*

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

Unique nature of the festival; people being fond of 'dressing up'; interest in local history; advantage of celebrating only every four years rather than annually; colourful costumes; parades and music; opportunity of meeting other citizens; something for the whole family; attractive backdrop of the town and the castle.

- *Was wissen Sie über andere traditionelle Feste 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 traditional festivals gained during the wider study of the sub-theme and/or visits to a German-speaking country; reference to materials in books or online; religious festivals such as *Weihnachten*, *Ostern*; festivities such as *Karneval/Fasching*, *Kirchweih*, *Schützenfest*, *Oktoberfest*, own observations from visits to a German-speaking country.

Below are some examples of questions students could ask:

- *Haben Sie Landshut besucht?*
- *Würden Sie zu einem solchen Fest gehen?*
- *Warum ist das Mittelalter für viele Leute eine interessante Zeit?*
- *Sind mittelalterliche Feste Ihrer Meinung nach heute relevant?*

Possible content

Karte H: Dreimal Vatertag

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.

- *Was erfährt man auf dieser Karte über den Vatertag in den deutschsprachigen Ländern?*

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

Comment/possible surprise about father's day being so different in the three German-speaking countries; different dates in neighbouring countries; more detailed description of the individual traditions as explained on the card; fathers in Germany spending the day away from the family; tradition in Austria being similar to mother's day; reference to large amount of money spent for presents; socio-political role of father's day in Switzerland.

- *Welche dieser Vatertagstraditionen finden Sie am sinnvollsten? Warum?*

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

Positive/negative views about each country; opinion about fathers spending the day with other men rather than their families; commenting on frequently high alcohol consumption; commercialism linked to such days; importance of families spending a day together; father's day being relevant/irrelevant; speculation on what type of father-child events may happen in Switzerland; comment on the changing role of fathers in today's society.

- *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:

Reference to relevant materials encountered while studying the sub-theme; reference to festivals such as Christmas/Easter/New Year and how they are observed in families; popular celebrations at birthdays/baptisms/starting school etc; more recent festivities at Halloween; impact of immigrants from other cultures; own observations while staying with a German/Austrian/Swiss family.

Below are some examples of questions students could ask:

- *Wie denken Sie über Muttertag oder Vatertag?*
- *Wie wichtig ist es für Familien, Feste zu feiern?*
- *Welches ist Ihr Lieblingsfest?*
- *Wie viel Geld geben Sie für Geschenke aus?*

Possible content

Karte I: Ein architektonisches Meisterwerk

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.

- *Inwiefern ist die Ringstraße eine bedeutende Sehenswürdigkeit in Wien?*

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

Reference to age and length of the *Ringstraße*; description of some of the buildings on the photographs; reference to the mixture of architectural styles; comment on the attractiveness of this street for tourists; reference to the tram going round the entire *Ringstraße*; convenience of travelling on this tram for tourists.

- *Sind Ihrer Meinung nach historische Gebäude besser als moderne Architektur? 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 fact that most towns/cities have a combination of old and new architecture; advantages/disadvantages of living in historic buildings; many different styles of modern architecture – both attractive and ugly; examples of old and new buildings I like/dislike.

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

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

Knowledge gained from the wider study of the sub-theme; specific reference to an historic building/town in a German-speaking country; appropriate example/s from own visit/s to a German-speaking country; modern use of old buildings; how local people value their architectural heritage; preservation/renovation of old towns/buildings; reference to destruction of many towns/buildings during second world war; buildings/towns on the Unesco world heritage list in Germany/Austria/Switzerland.

Below are some examples of questions students could ask:

- *Haben Sie Wien besucht?*
- *Würden Sie gern in einem historischen Gebäude wohnen?*
- *Welchen Baustil mögen Sie am liebsten?*
- *Gibt es ein modernes Gebäude, das Ihnen gut gefällt?*

Possible content

Karte J: Straßenbilder

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.

- *Was erfährt man über dieses Event in Wilhelmshaven?*

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

Reference to venue and time of festival; fact that this is the sixth festival indicating popularity in previous years; street art being an unusual art form for a cultural event; description of the pictures; reference to different types of art work being produced during the festival; competition to choose the best pictures.

- *Wie denken Sie über die Idee eines Festivals für Streetart?*

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

Opinions on whether street art counts as real art; attraction of observing a work of art being produced live; possibility to learn about art and creativity; talking to the artists; attraction of famous art works being reproduced on the street; comment on 3D art being unusual/fascinating; positive or negative personal attitude to an event of this kind/art events in general.

- *Welche Rolle spielt Kunst in deutschen, österreichischen oder Schweizer Städten?*

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

Reference to relevant materials encountered while studying the sub-theme; a personal visit to an art gallery/exhibition in a German-speaking country; popularity of special art exhibitions; events such as 'long night of museums'; entrance fees or free admission; public works of art in towns/cities/villages.

Below are some examples of questions students could ask:

- *Wie oft gehen Sie in eine Kunstgalerie?*
- *Wie denken Sie über moderne Kunst?*

- *Gibt es ein Bild, das Sie besonders mögen?*
- *Haben Sie Wilhelmshaven besucht?*

Possible content

Karte K: Berlin macht Musik

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.

- *Was ist das Besondere am „Fest der Musik“?*

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

Reference to the time and frequency of the festival; high number of venues/stages throughout the city; free of charge for everyone; all types of music performed; combination of amateur and professional musicians; reference to activities for children.

- *Wie stellen Sie sich die Atmosphäre während des Festes vor?*

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

Joyful and colourful atmosphere; amateur musicians contributing to the relaxed atmosphere; possibility for spontaneous performances; people being curious about unfamiliar styles of music; family day; perhaps some anxiety about security.

- *Wie vielfältig ist das Berliner Kulturleben?*

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:

Reference to relevant materials encountered while studying the sub-theme; large number of museums, theatres, music venues, cinemas, galleries etc; music of all genres on offer; experiences/observations during own visit to Berlin; wide variety of ethnic groups and cultures; student culture; Berlin attracting artists from around the world.

Below are some examples of questions students could ask:

- *Kennen Sie Berlin?*
- *Welche Musik hören Sie am liebsten?*
- *Spielen Sie ein Instrument?*
- *Sollte jede Stadt ein Musikfest haben?*

Possible content

Karte L: „Hinterm Horizont“ – das Berliner Musical

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.

- *Was erfährt man hier über das Musical „Hinterm Horizont“?*

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

Reference to where and when the show is on; comment on the historical context; a summary of the main themes; a reference to the picture

- *Würden Sie dieses Theaterstück gerne sehen? Warum (nicht)?*

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

An evaluation of what the candidate would like or dislike about this show; a reference to the songs; potential interest relating to studies; reference the candidate's usual tastes; a comment about watching entertainment in a foreign language.

- *Wie wichtig ist die Geschichte der Mauer 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. This knowledge can relate to any German-speaking country. Responses could include:

Observations from trips to Berlin the candidate may have had; preserved parts of the wall eg East Side Gallery; museums about the divided city eg Haus am Checkpoint Charlie, das AlliiertenMuseum, das DDR Museum; the availability of DDR kitsch including wall fragments in gift shops; references to the wall in popular culture.

Below are some examples of questions students could ask:

- *Haben Sie dieses Musical gesehen?*
- *Wie finden Sie deutsche Theaterstücke?*
- *Interessieren Sie sich für die Geschichte von Berlin?*
- *Waren Sie schon einmal in Berlin?*