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A-level  
**GERMAN**  
**7662/3T/3V**

Paper 3 Speaking

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Mark scheme

June 2022

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Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

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

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

An answer which contains nothing of relevance to the question must be awarded no marks.

The mark scheme corresponds to the two parts of the NEA in speaking

- (1) discussion of the sub-theme based on and developed around the stimulus card chosen by the student
- (2) the short presentation by the student of the research project and subsequent longer discussion led by the examiner.

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

AOs	CARD	RESEARCH PRESENTATION	RESEARCH DISCUSSION	TOTAL
AO1	5		10	15
AO2	5			5
AO3	10		10	20
AO4	5	5	10	20

### Students asking questions

During the discussion on the stimulus card students are required to ask two questions arising from the content of the stimulus card and our instructions to students on the front of each card will direct them to consider possible questions in their preparation time. These questions will require only a brief response on the part of the examiner.

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

### Assessment objective 2

If a student does not ask two questions the examiner will invite the student to do so before the end of the discussion of the sub-theme. To meet the requirement to ask questions, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must arise from material on the card and must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

### Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 1:</b> Understand and respond in speech to spoken language including face-to-face interaction.	
<b>Mark</b>	<b>Descriptors</b>
5	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements.
4	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements.
3	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements.
2	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements.
1	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students give an appropriate response to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark.

### Notes

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 2:</b> Understand and respond in speech to written language drawn from a variety of sources.	
<b>Mark</b>	<b>Descriptors</b>
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.

If a student only asks one question, a maximum of 4 marks can be awarded for AO2. If a student asks no questions, a maximum of 3 marks can be awarded for AO2.

## Notes

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

DISCUSSION OF SUB-THEME	
<b>Assessment Objective 3:</b> Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
Mark	Descriptors
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. 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*  
 subjunctive of indirect speech

prepositions with a non-literal meaning eg *sich interessieren für*  
 object pronouns;  
 complex adjectival phrases eg *die in Hamburg veröffentlichte Studie*  
 adjectival and masculine weak nouns.

<b>DISCUSSION OF SUB-THEME</b>	
<b>Assessment Objective 4:</b> Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
<b>Mark</b>	<b>Descriptors</b>
5	<b>Very good critical and analytical response</b> Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme.
4	<b>Good critical and analytical response</b> Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme.
3	<b>Reasonable critical and analytical response</b> Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme.
2	<b>Limited critical and analytical response</b> Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme.
1	<b>Very limited critical and analytical response</b> A little knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the sub-theme.
0	Nothing in the performance is worthy of a mark.

The following indicative content is provided as examples.

### **Possible content**

#### **Karte A: Familienglück durch Adoption**

##### **General:**

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

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

##### **Points related to the three questions:**

- *Wie leicht ist es in der Schweiz, ein Kind zu adoptieren?*

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

- costs involved
  - the possible length of the process
  - minimum age of potential adoptive parents
  - the requirements for a maximum age difference of 45 years between parents and child
  - comments on these rules and whether they may be too prohibitive.
- *Wie reagieren Sie auf die Aussagen der Eltern und des Teenagers?*

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

- sympathy for people who rely on adoption in order to have a family
  - the belief that life can be fulfilled without bringing up children
  - the advantages and risks for adopted children meeting their birth parents
  - the best way to manage such meetings.
- *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:

- increased pressures on families and working parents
- the extended availability of childcare in Germany
- different types of families
- the acceptance and legalisation of same sex marriage and adoption by same sex couples.



**Possible content****Karte B: Bildschirm statt Papier****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 wurde an der Handelsakademie-Schule vor ein paar Jahren eingeführt?*

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

- a class without the use of paper and exercise books
  - each pupil using their own tablet computer
  - a motivating way of learning
  - more support outside school possible
  - according to the Director of Education not suitable for every school type and age group.
- *Welche Nachteile könnte es Ihrer Meinung nach bei einer papierlosen Klasse geben?*

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

- the cost of buying the equipment
  - possible problems with internet connections
  - potential health problems from prolonged working in front of screens
  - breaches of data security.
- *Welche Rolle spielen die digitalen Medien im täglichen Leben in den deutschsprachigen Ländern?*

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

- growing proportion of the population that is online
- access to public wi-fi
- the use of digital technology in schools
- concerns about computer addiction among young people
- popularity of social media.

**Possible content****Karte C: ‚Fast Fashion‘****General:**

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

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

**Points related to the three questions:**

- *Warum ist der Modekonsum von deutschen Jugendlichen problematisch?*

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

- many young people buying a lot of cheap clothing
  - trend to wear garments only for a short time
  - environmental problems with production of clothing
  - comment on the term ‘fast fashion’.
- *Wie denken Sie über die beiden Initiativen gegen ‚Fast Fashion‘?*

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

- positive or critical reaction
  - advantage of borrowing garments for a special occasion free of charge
  - possible problems with condition of clothes on being returned
  - not being able to try on garments when using second-hand platforms
  - extending the life span of clothes which are passed on.
- *Was wissen Sie über Modetrends bei Jugendlichen in Deutschland, Österreich oder der Schweiz?*

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

- current fashion trends in German-speaking countries
- concerns about practices of the fashion industry in developing countries
- observations based on visits to a German-speaking country
- importance of designer labels.

**Possible content****Karte D: Eid – das muslimische Fest 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:**

- *Wie inklusiv ist das Fest von Eid in deutschen Städten?*

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

- open doors in many mosques
  - workshops and other events for intercultural relations
  - Muslim communities donating food to the homeless
  - reference to the pictures: Muslim celebrations in German streets.
- *Wie wichtig sind Ihrer Meinung nach interkulturelle Begegnungen bei solchen Festen?*

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

- the importance of acceptance and understanding of other cultures
  - the potential for greater understanding of minority faiths and customs
  - the sense of community and shared experience
  - the need to make Christian festivals more inclusive.
- *Was wissen Sie im Allgemeinen über religiöse Feste und Feiertage 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:

- examples of religious festivals such as Christmas and Easter
- public holidays for religious observation
- different observance in different regions of Germany and German-speaking countries
- current debates about the relevance of religious holidays.

## Possible content

### Karte E: Das ‚Museum der 100 Tage‘

#### General:

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

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

#### Points related to the three questions:

- *Inwiefern ist Kassel eine Stadt der Kunst?*

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

- the *documenta* – an important exhibition for contemporary art
- every five years for exactly 100 days
- a wide range of art genres, including outdoor installations
- exhibited at various locations in the town
- large number of visitors, including many younger visitors.
- *Würden Sie die ‚documenta‘ 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:

- personal view of modern art
- appreciation of the special atmosphere in the town during the *documenta*
- why contemporary art may appeal to younger people.
- *Was wissen Sie über bedeutende Künstler oder Künstlerinnen in den deutschsprachigen Ländern?*

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

- knowledge acquired through studying the sub-theme
- famous artists through the centuries eg A. Dürer, C. D. Friedrich, F. Marc, G. Richter
- knowledge of important art galleries in German-speaking countries
- personal visits to a gallery/museum in Germany/Austria/Switzerland.

**Possible content****Karte F: Gemeinsame Geschichte****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 bietet die Ausstellung im Jüdischen Museum?*

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

- the museum showing the long history of Jewish history in Germany
  - new exhibition open since August 2020
  - content of the exhibition comprising Jewish culture, religious life, persecution and post-war period
  - what is on offer for visitors, eg art sound installations, music, art works, interactive games.
- *Würden Sie dieses Museum gern besuchen? Warum (nicht)?*

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

- personal opinion of the attraction of this museum
  - the importance of telling the story of Jewish history in Germany
  - the diversity of what can be seen
  - the unusual architecture of the museum.
- *Was wissen Sie über andere Museen 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:

- knowledge acquired from studying the sub-theme
- the great number of museums devoted to art, eg *Bodemuseum, Pergamonmuseum*
- the *Museumsinsel* as a unique place to see art from many periods
- the range of historical museums in Berlin, eg *Stasi-Museum, Topographie des Terrors*
- experiences and impressions from personal visit to Berlin.

## Possible content

### Karte G: Ein neues Zuhause

#### General:

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

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

#### Points related to the three questions:

- *Wie hilft diese Initiative Flüchtlingen in Österreich?*

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

- helping refugees to find accommodation in private homes rather than in a hostel
- financial help with rent
- advantages of private accommodation such as fewer mutual prejudices, support with learning the German language etc
- financed through donations
- reference to the picture and the quote from Lara and Magdalena.
- *Welche Nachteile könnte es Ihrer Meinung nach dabei geben?*

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

- necessary vetting of the hosts and potential problems of exploitation
- possible conflicts or misunderstandings arising from different cultural backgrounds
- the need for refugees to be among people from their own country/culture
- uncertain financial basis through donations.
- *Was wissen Sie im Allgemeinen über Einwanderung in die deutschsprachigen Länder?*

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:

- immigration of *Gastarbeiter* during the 50s and 60s
- immigration in the 1990s from the former Soviet Union
- the recent waves of refugees and asylum seekers
- reasons for Germany, Austria and Switzerland being attractive countries for immigrants.

## Possible content

### Karte H: Integration durch Musik und Tanz

#### 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 diesem Fest in Pappenheim?*

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

- an event to enable German people to meet refugees
- the multi-cultural nature of the event with dances and music from different countries
- reference to the title of the song about freedom
- the mayor's belief that such an event will bring communities together.
- *Finden Sie solche Veranstaltungen sinnvoll? Warum (nicht)?*

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

- breaking down barriers
- reducing prejudices about migrants
- the particular value for children and young people
- doubt in the efficacy of such events
- the need for refugees to make additional efforts towards integration.
- *Wie fördert man die Integration von Einwanderern 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 acquired from studying the sub-theme
- neighbourhood volunteer groups helping refugees
- language courses
- efforts by employers to help immigrants with getting jobs and qualifications.

**Possible content****Karte I: Ein Schritt im Kampf gegen Rassismus****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:**

- *Welches Projekt wird hier beschrieben?*

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

- *Afrozensus* – a survey among black citizens in Germany
  - questions about their experiences of discrimination and racism
  - reference to the number of black people living in Germany
  - the aim of taking the problem of racism seriously and finding measures to tackle it.
- *Was halten Sie von diesem Projekt?*

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

- the need to fight racism and discrimination towards all ethnic groups
  - comment about the relatively small number of participants in the survey
  - black African citizens having a lower profile in Germany than those from Middle Eastern/Asian countries
  - doubts whether a survey can lead to actual improvements.
- *Wie groß ist das Problem von rassistischer Diskriminierung in den deutschsprachigen Ländern?*

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

- knowledge gained from studying the sub-theme
- disadvantages for people with migrant background in education and employment
- racism in football as a major issue
- racist attitudes within immigrant communities.



**Possible content****Karte J: Aktive europäische Bürgerschaft****General:**

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

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

**Points related to the three questions:**

- *Warum gibt es das Programm ‚Europa für Bürgerinnen und Bürger‘?*

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

- the intention to bring the EU closer to the citizens
  - improving knowledge of European history
  - reducing nationalism and Euro-scepticism
  - promoting understanding between cultures
  - ensuring solidarity during times of crisis.
- *Wie denken Sie über solche Projekte?*

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 value of the declared aims
  - whether an active European citizenship can be a realistic aim
  - examples of countries acting in their own interest eg immigration policies
  - the danger of increasing populist and nationalist movements within Europe.
- *Was wissen Sie über die Rolle Deutschlands innerhalb der EU?*

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

- the general consensus in Germany about the importance of being part of Europe
- Germany's influential role within the EU based on its size and economic strength
- the importance of the French-German relationship
- recent futile attempts by the German government to establish a common approach on immigration
- Euro-sceptic views in the AfD party.

**Possible content****Karte K: ‚Von der Jugend für die Jugend‘****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 tut man im Kanton Zürich, um das politische Interesse von Jugendlichen zu wecken?*

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

- three initiatives for and with young people
  - taking the needs of young people seriously
  - promoting interest and participation in politics and society
  - twice-yearly meetings of the Youth Parliament.
- *Wie denken Sie über die Aussagen der Jugendlichen auf der Karte?*

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

- agreement or disagreement with the statement on the issues of climate, migration and data security
  - the reason why only taking part in demonstrations may not be enough
  - the need to make politics more accessible for young people
  - opinion that these three issues are important for people of all ages, not just the young.
- *Wie groß ist das politische Interesse bei deutschen, österreichischen oder Schweizer Jugendlichen?*

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 popularity of ‘Fridays for Future’ and ‘Black lives matter’ movements
- youth sections of the main parties
- some young people being attracted by populist/nationalist views and groups
- participation of young voters in elections
- young people doing voluntary work in their communities.

**Possible content****Karte L: Aufbau Ost****General:**

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

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

**Points related to the three questions:**

- *Was sind die positiven Ergebnisse des Programms ‚Aufbau Ost‘?*

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

- improved infrastructure in road and rail, renovated towns and cities
  - highly developed telecommunications network
  - new companies such as environmental industries
  - moving the capital to Berlin and its effect.
- *Wie wichtig waren Ihrer Meinung nach die Investitionen in die neuen Bundesländer?*

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

- the benefits versus the costs of the programme
  - the dire economic situation in the former GDR
  - the need to fulfil the hopes of the population in the East for an improved life.
  - solidarity from the West Germans
  - critical voices about the financial burden.
- *Was wissen Sie über das Leben in Ostdeutschland vor der Wende?*

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:

- positive and negative aspects of life in the GDR in the run up to the fall of the wall
- *Montagsdemonstrationen* and general political unrest
- the call for more freedom and democratic rights
- 9th November 1989.

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 4:</b> Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.	
<b>Mark</b>	<b>Descriptors</b>
5	Thorough knowledge and understanding of the area of study are evident in the presentation.
4	Good knowledge and understanding of the area of study are evident in the presentation.
3	Reasonable knowledge and understanding of the area of study are evident in the presentation.
2	Limited knowledge and understanding of the area of study are evident in the presentation.
1	Very limited knowledge and understanding of the area of study are evident in the presentation.
0	Nothing in the presentation is worthy of a mark.

### Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 1:</b> Understand and respond in speech to spoken language including face-to-face interaction.	
<b>Mark</b>	<b>Descriptors</b>
9–10	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students engage very well in the discussion and give an appropriate response to nearly all questions.
7–8	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students engage well in the discussion and give an appropriate response to most questions.
5–6	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students engage reasonably well in the discussion and give an appropriate response to some questions.
3–4	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students engage to a limited extent in the discussion and give an appropriate response to a few questions.
1–2	Delivery is rarely fluent. The ideas and opinions expressed are rarely developed, independently of prompts. Students engage to a very limited extent in the discussion and give an appropriate response to very few questions.
0	Nothing in the performance is worthy of a mark.

**Notes**

Fluency is defined as delivery at a pace which reflects natural discourse, although not of the level associated with a native speaker. Hesitation and pauses 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.

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.

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>	
<b>Assessment Objective 3:</b> Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	
<b>Mark</b>	<b>Descriptors</b>
9–10	A wide range of vocabulary and complex language and a good knowledge of appropriate idiom are demonstrated. Highly accurate application of grammar with occasional minor errors. Pronunciation and intonation are very good.
7–8	A good range of vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Mostly accurate application of grammar with some minor errors. Pronunciation and intonation are good.
5–6	Some variety of vocabulary and complex language is demonstrated. Accurate application of grammar is uneven. Pronunciation and intonation are fairly good.
3–4	Little variety of vocabulary and structures is demonstrated. Accurate application of grammar is limited. Pronunciation and intonation are mostly intelligible.
1–2	Very little variety of vocabulary and structures is demonstrated. Accurate application of grammar is very limited. 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*

subjunctive of indirect speech

 prepositions with a non-literal meaning eg *sich interessieren für*

object pronouns

 complex adjectival phrases eg *die in Hamburg veröffentlichte Studie*

adjectival and masculine weak nouns.

**DISCUSSION OF INDIVIDUAL RESEARCH PROJECT**

**Assessment Objective 4:** Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Mark	Descriptors
9–10	<p><b>Excellent critical and analytical response</b></p> <p>From the research carried out, the student has acquired thorough knowledge and understanding of the culture and society relevant to the chosen topic. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of their chosen topic.</p>
7–8	<p><b>Good critical and analytical response</b></p> <p>From the research carried out, the student has acquired good knowledge and understanding of the culture and society relevant to the chosen topic. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of their chosen topic.</p>
5–6	<p><b>Reasonable critical and analytical response</b></p> <p>From the research carried out, the student has acquired reasonable knowledge and understanding of the culture and society relevant to the chosen topic. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of their chosen topic.</p>
3–4	<p><b>Limited critical and analytical response</b></p> <p>From the research carried out, the student has acquired some knowledge and understanding of the culture and society relevant to the chosen topic. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of their chosen topic.</p>
1–2	<p><b>Very limited critical and analytical response</b></p> <p>From the research carried out, the student has acquired a little knowledge and understanding of the culture and society relevant to the chosen topic. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of their chosen topic.</p>
0	The student fails completely to engage with the discussion.

**Notes**

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.

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

**How the Individual Research Project will be assessed in the A-level speaking Non-exam assessment**

Students will provide a two-minute presentation of their chosen research project and this will be followed by a discussion lasting 9–10 minutes. The presentation will be assessed for AO4 and the discussion for AO1, AO3 and AO4.

**The presentation**

The presentation should cover some key findings emerging from the research carried out by the student. It will be the quality of these findings rather than their quantity that will determine the mark awarded.

- A presentation that demonstrates that the student has fully understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show thorough knowledge.
- A presentation that demonstrates that the student has mostly understood and assimilated research-based knowledge through the development, in the time available, of key findings will be judged to show good knowledge.
- A presentation that demonstrates that the student has understood and assimilated some research-based knowledge through the development, in the time available, of key findings will be judged to show a reasonable knowledge.
- A brief outline of key findings with little development and showing little understanding and assimilation of research-based knowledge would characterise a limited performance.
- The briefest outline of key findings with very little development and showing very little understanding and assimilation of research-based knowledge would characterise a very limited performance.

The examiner may use points made in the presentation as well as information given on the Individual Research Project Form to initiate the discussion and will proceed from there on the basis of points made in response to questions; questions informed by his or her knowledge of the topic area or indeed lack of knowledge of the topic area. The emphasis throughout the discussion will be on eliciting views, opinions, ideas, and reactions from the student which the latter will be invited to explain, develop further, justify, illustrate, and defend, and where knowledge of the topic area will be paramount in supporting the responses given. The discussion will focus on key concepts such as importance, impact, value, contribution, significance, as well as on the student's appreciation of the topic area – its appeal and interest, and the insights the study has brought to the student. This will naturally generate opportunities for the student to analyse and evaluate critically those aspects of the topic area that have been researched and will invite conclusions to be drawn.



**Generic content for the individual research project discussion at 5 levels of performance**

- (1) **Excellent level of performance:** In the discussion the student will respond readily to all opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by relevant factual knowledge. Knowledge of the topic under discussion will be used consistently and effectively to support views and opinions. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will consistently be responded to with a confident and effective marshalling of knowledge.
- (2) **Good level of performance:** In the discussion the student will respond well to most opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will be supported by some relevant factual knowledge but at times the student may provide information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not always be responded to with a confident and effective marshalling of knowledge.
- (3) **Reasonable level of performance:** In the discussion the student will respond well to some opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Response to questions inviting the student to evaluate critically aspects of what has been researched will not generally be supported by some relevant factual knowledge and the student may provide much information that is not directly relevant to the discussion. Challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering will not usually be responded to with a confident and effective marshalling of knowledge.
- (4) **Limited level of performance:** In the discussion the student may attempt some response to opportunities to explain, develop further, justify and defend opinions and views expressed about the topic under discussion but these will not always be successful. The nature of these responses will mean that the discussion largely avoids questions inviting the student to evaluate critically aspects of what has been researched in favour of a more factual line of questioning. There will be few if any challenges from the examiner that perhaps call into question the validity of the student's findings or the conclusions they are offering.
- (5) **Very limited level of performance:** In the discussion the examiner will be hard pushed to find opportunities to which the student can respond effectively to explain, develop further, justify and defend opinions and views expressed about the topic under discussion. Questions will be designed to elicit very simple responses both in terms of language and content and there will be little awareness of linking factual information about the topic under discussion to a broader context.