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

Paper 3 Speaking

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Mark scheme

June 2023

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Version: 1.0 Final



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

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

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.

Sample questions to show the sort of questions students could ask are shown in this mark scheme.

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.

DISCUSSION OF SUB-THEME		Assessment Objective 1
Mark	Descriptors	
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.

DISCUSSION OF SUB-THEME		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.	

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		Assessment Objective 3
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.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p><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.</p>	
4	<p><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.</p>	
3	<p><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.</p>	
2	<p><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.</p>	
1	<p><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.</p>	
0	<p>Nothing in the performance is worthy of a mark.</p>	

The following indicative content is provided as examples.

## Possible content

### Karte A: Familienfreundlichkeit in der Arbeitswelt

#### 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 ändert sich mit dem Programm ‚Erfolgsfaktor Familie‘ in vielen deutschen Firmen?*

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

- insight into the government programme to support companies with family-friendly working environments
- the declared aim to ensure better compatibility of working and family life
- the importance of attracting/retaining skilled and highly qualified workforce
- how the programme can lead to a more motivated workforce and better productivity.

*Wie nützlich sind Ihrer Meinung nach solche Programme für Familien?*

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

- potential economic benefits of parents returning to work or more full-time positions
- comments on the two statements and the positive impact on working parents
- the difficulty for many parents to combine work and family.

*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:

- same-sex couples
- family benefits
- divorce rates and later marriage
- attitudes in different parts of Germany or different parts of the German-speaking world.



**Possible content**

**Karte B: Oma als YouTuberin**

**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 Greta S.?*

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

- 71 years of age, founded a YouTube channel at the age of 66
- no previous knowledge of online technology
- 400 videos about how to be happy at an older age
- Greta's belief that older people's experiences of life are valuable and sought after in today's world.

*Was halten Sie von YouTube-Videos für ältere Menschen?*

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

- expressing positive/negative comment about YouTubers like Greta
- the need to keep older people happy and healthy within an ageing population
- the usefulness of digital technology and social media for the older generation
- possible reference to members of own family.

*Welche Rolle spielen digitale Medien 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:

- importance of computers and internet in work and private life
- the use of digital technology in German/Austrian/Swiss schools
- current debate in Germany about quicker and better access to internet/broadband/mobile phone coverage etc
- concerns about cyber security.

**Possible content**

**Karte C: ‚Zürich Street Parade‘**

**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 ist die ‚Zürich Street Parade‘?*

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

- the largest techno parade in the world
- dancing and music in the streets of Zürich and around the lake
- so-called love mobiles as a special feature
- the darker sides with litter, drugs and strong police presence.

*Was halten Sie von solchen Events?*

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 big music events
- whether the potential problems and costs outweigh the fun
- how problems can be avoided
- personal experiences of attending festivals.

*Welche Rolle spielt moderne Musik im Leben der Jugendlichen in den deutschsprachigen Ländern?*

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

- popularity of different music genres
- how young people listen to music
- knowledge of popular music festivals in Germany, Austria, Switzerland
- current debate about lyrics expressing extreme views
- music as a subject in schools.

## Possible content

### Karte D: Das ‚Aitländer Blütenfest‘

#### 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 kann man beim Aitländer Blütenfest erleben?*

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

- reference to the Alte Land region as a major fruit producer
- a flower festival being held each year around the time of the trees flowering
- some of the activities during the festival eg dance and music, regional food and children’s activities
- crowning of a flower queen, a parade and fireworks as the highlights.

*Würden Sie dieses Fest 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:

- expressing opinion as to the appeal of the festival to the student
- appreciation of the link between the festival and the importance of fruit growing for the region
- strengthening community through smaller local festivals.

*Was wissen Sie über andere 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 acquired about festivals such as Karneval in Köln, Hexenfest in Thüringen, Oktoberfest in München
- evaluating the importance of festivals for the local economy
- relevance of traditional festivals for young people
- concerns about security during major events.

**Possible content****Karte E: Stadt der Kontraste****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:***Inwiefern ist Graz eine interessante Stadt?*

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

- architecture in Graz combining traditional and modern styles
- Graz as one of the 22 Cities of Design worldwide
- old town with older buildings including the cathedral and buildings on the main square
- the Kunsthaus and Mur-Insel as examples of unusual modern architecture.

*Wie denken Sie über die beiden Meinungen?*

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

- contrasting opinions about whether new and old architecture belong together in one town
- expressing support for one of the statements
- referring to other examples of new and old existing side by side.

*Was wissen Sie über alte und neue Architektur in den deutschsprachigen Ländern?*

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

- knowledge of some famous buildings eg Kölner Dom, Neuschwanstein, Schloss Schönbrunn etc; examples of modern architecture
- appreciation of the lasting appeal of famous landmarks
- view on the need to maintain old architecture
- own visit(s) to German-speaking countries and cities/towns/famous buildings.

**Possible content**

**Karte F: Ort des kulturellen Austausches**

**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 ist das ‚HKW‘?*

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

- a place for international contemporary culture and critical debates
- situated on the river Spree
- comment about the unusual architecture of the building
- what facilities the house offers, eg conference room, theatre
- reference to the main areas of culture the house focuses on.

*Halten Sie eine solche Institution für wichtig? Warum (nicht)?*

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

- importance of exchanging ideas between nations and cultures
- value of working together with universities and cultural institutions worldwide
- speculation what kind of exhibitions and events the house may offer
- symbolising Berlin's international status as centre for culture.

*Welche anderen kulturellen Angebote in Berlin kennen Sie?*

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

- knowledge about popular museums in Berlin, eg Pergamonmuseum, Jüdisches Museum, Neue Galerie, Bodemuseum
- the importance of music of different genres in Berlin
- the influence of different ethnic groups on Berlin's cultural life
- reference to personal visit to Berlin.

**Possible content****Karte G: Ausländische Studierende – ein Gewinn für Deutschland****General:**

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

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

**Points related to specific questions:**

*Wie tragen ausländische Studenten zur deutschen Gesellschaft bei?*

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

- economic contributions as consumers, through taxes and job creation
- a reaction to the findings of the study
- filling skills shortages
- a reaction to the quote from the minister.

*Gibt es Ihrer Meinung nach auch Nachteile für das Gastland durch Einwanderung?*

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

- managing a high influx
- social tensions and the rise of extremist groups
- perception of a lack of integration in some communities
- high costs of housing and educating large numbers.

*Wie wichtig ist das Thema Einwanderung 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:

- importance of filling skills shortages and contributing to economy
- demographic considerations
- its prominence as a political topic in each country
- attitudes of the native populations and evidence of change.

## Possible content

### Karte H: Wie gelingt Integration in der Schule?

#### 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:

##### *Wie will man in Deutschland Migrantenkindern helfen?*

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

- 'preparation' classes in many schools
- pupils being taught German but also other subjects
- up to 2 years allowed in such a class
- joint activities with the 'normal' classes
- main aim: integration into mainstream schools.

##### *Was halten Sie von ‚Vorbereitungsklassen‘?*

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

- scheme enabling children to be successful in school
- joint activities promoting communication and the feeling of being accepted
- comment about the critical voices on the card and whether separation hinders rather than promotes integration.

##### *Was wissen Sie im Allgemeinen über die Integration von Zuwanderern 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 about schemes to further integration in Germany, Austria, Switzerland
- isolation of refugees in large reception centres preventing quick integration
- some hostile attitudes in the population towards immigrants
- not all immigrants being willing to integrate, learn German etc.

**Possible content**

**Karte I: Rassismus im Fußball**

**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:**

*Welches Problem wird hier beschrieben?*

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

- issue of racism in German football
- repeated incidents of racist slogans and gestures during football matches
- directed against coloured players
- racism in football as a reflection of this problem in wider society.

*Wie effektiv sind Ihrer Meinung nach die hier erwähnten Maßnahmen gegen Rassismus?*

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

- importance of increased video surveillance
- the need to ban racist fans from stadia
- opinion about the effect of anti-discrimination programmes in clubs.

*Wie verbreitet sind rassistische Einstellungen 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:

- increased problem of xenophobia following the influx of refugees in 2015/16
- incidents of attacks on homes for immigrants
- the rise of anti-Islamic and far-right groups and parties in German-speaking countries
- recent election successes for AfD.



**Possible content****Karte J: Rekord-Zustimmung für die EU****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:**

*Welche Einstellung haben die Deutschen zur EU?*

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

- reference to the record approval ratings for EU membership in Germany
- an appreciation of the slogan
- reference to the speech bubbles and the advantages of EU membership.

*Welche der hier genannten Punkte finden Sie besonders wichtig? Warum?*

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 one or more of the points
- exploration of counter views
- what is lost/gained by leaving the EU.

*Was wissen Sie über die Rolle von Deutschland in 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:

- Germany's role as a founder EU member
- perception of Germany's relative power in the EU (eg number of MEPs)
- Germany's financial contribution to the EU budget
- Germany's relationship with the smaller EU economies.

**Possible content****Karte K: „Wir wollen mitreden!“****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:**

*Wie zeigt sich das steigende Engagement der deutschen Jugend?*

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

- growing engagement of young people in politics in Germany
- existence of a youth parliament that offers opportunities to young people
- different forms of political activity eg climate protests
- increased participation of young people in elections and what these may be.

*Wie wichtig ist Ihrer Meinung nach die Beteiligung der Jugend an der Politik?*

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

- the difference between an interest in political issues and an interest in political parties
- importance of engaging in specific issues eg animal welfare, environmental issues and gender equality etc.
- examples of successful youth engagement and protests.

*Was wissen Sie im Allgemeinen über junge Leute in der Politik 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 youth councils and parliaments in various German regions
- examples of TV programmes aimed at youth politics eg ARD's 'neuneinhalb'
- campaigns for lowering the voting age
- youth organisations within political parties.

## Possible content

### Karte L: Das Ende des ‚Soli‘

#### 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 hat sich 2021 für viele deutsche Bürger geändert?*

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

- additional tax payable by German citizens since 1995 for many years
- the ‘Soli’ as a means to finance German unification and the development of East Germany.
- abolition of the ‘Soli’ from 2021

*Was halten Sie persönlich vom ‚Soli‘?*

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

- necessity to raise additional funds in light of the immense cost resulting from unification
- comment about the two differing statements
- acknowledgment that people in the West may have objected to the continuation of this tax
- whether Eastern regions should remain dependent on extra funds from central government.

*Was waren nach der Wiedervereinigung die größten Herausforderungen für Deutschland?*

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 about the vast difference in economy and infrastructure after 1990
- the difficult transition from a socialist to a capitalist system
- closure of many companies and loss of jobs
- dealing with the legacy of the Stasi
- forging a feeling of East and West being united.

<b>PRESENTATION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 4</b>
<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.	

<b>DISCUSSION OF INDIVIDUAL RESEARCH PROJECT</b>		<b>Assessment Objective 1</b>
<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.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 3	
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.

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT Assessment Objective 4	
Mark	Descriptors
9–10	<b>Excellent critical and analytical response</b> 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.
7–8	<b>Good critical and analytical response</b> 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.
5–6	<b>Reasonable critical and analytical response</b> 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.
3–4	<b>Limited critical and analytical response</b> 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.
1–2	<b>Very limited critical and analytical response</b> 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.
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.

### **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 characterize 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 characterize 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.