



A-level
GERMAN
7662/3T/3V

Paper 3 Speaking

Mark scheme

June 2019

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 Assessment Writer.

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

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

Level of response marking instructions

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

Before you apply the mark scheme to a student's 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 e.g. die in Hamburg veröffentlichte Studie;
 adjectival and masculine weak nouns.

DISCUSSION OF SUB-THEME		Assessment Objective 4
Mark	Descriptors	
5	<p>Very good critical and analytical response 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>Good critical and analytical response 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>Reasonable critical and analytical response 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>Limited critical and analytical response 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>Very limited critical and analytical response 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: Das Comeback der Familie

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 die Familie in Deutschland?*

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

An acknowledgement of the rising birth rate in German cities; a comment about the picture and the link between migrant families and the rising birth rate; reference to incentives provided by the state to boost families and appreciation of the fact mentioned in the quote that even this increase is not enough to halt the population decline.

- *Sollten Familien mit Kindern Ihrer Meinung nach Hilfe vom Staat bekommen? Warum (nicht)?*

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

Reference to the high cost of bringing up children; families with many children coming from more disadvantaged backgrounds; importance of enabling mothers to go to work by offering suitable child care; possibly expressing disagreement to giving financial help to families with children; the state being interested in maintaining/increasing birth rate by supporting families with children.

- *Wie hat sich die Familie in den letzten Jahren in Deutschland, Österreich oder der Schweiz verändert?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. This knowledge could relate to Germany, Austria and Switzerland and the relationship between them. Responses could include:

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

Possible content

Karte B: Machtlos in der Datenflut?

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 will der Verein ‚Digitalcourage‘?*

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

Charitable association fighting for data protection and citizen's rights; reference to some of the main issues concerning the association eg collection of data about every citizen, 'spying' on private people's lives via digital technology, data protection within the EU, role of social media; reference to the quotations such as people being seen as objects for marketing, the dark side of IT technology.

- *Welche der genannten Themen finden Sie besonders wichtig?*

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

Own view on urgency of data protection; comment on carelessness of many young people regarding personal data; possible dangers of using social media uncritically; possible reference to own experience with regard to data protection etc; how users can help themselves; view on the usefulness of this organisation.

- *Welche Rolle spielt digitale Technologie im Alltag der deutschen, österreichischen oder Schweizer Bevölkerung?*

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 mobile phones/tablets especially among younger age groups; reference to relevant materials encountered while studying the sub-theme; use of/dependency on computer/internet in the home and workplace; computer technology in German/Austrian/Swiss schools; role of social media; legislation for data protection/privacy in German-speaking countries; reference to personal experience while visiting a German-speaking country.

Possible content

Karte C: Das Super-Model aus dem Schwarzwald?

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 über das Model Anna?*

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

Relating Anna's path to full time modelling; possible comment on her young age when she started with it; reference to her successful career including working around the world, high earnings, featuring in magazines; possible comment on the amount of money earned.

- *Welche Vor- und Nachteile hat Ihrer Meinung nach der Beruf eines Models?*

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

Chance to see the world; glamorous lifestyle; being able to wear great clothes; becoming rich; necessity to stay beautiful and slim; sacrifices to be made; constant travelling being exhausting; career may be short; intrusion by media into private life.

- *Welche Rolle spielt Mode für Jugendliche in Deutschland, Österreich oder der Schweiz?*

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

Reference to relevant materials encountered while studying the sub-theme; popularity of designer clothes/goods among young people; influence of fashion magazines; influence of celebrities; amount of money spent on clothes/shoes etc; issue of peer pressure; knowledge/experience gained from own visit to a German-speaking country; talking about the issue to German/Austrian/Swiss friends.

Possible content

Karte D: Sicherheit auf dem Oktoberfest

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 auf dem Oktoberfest geändert?*

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

Strict security measures on the *Oktoberfest* since 2016; reference to terrorist attacks in European cities; description of some/all the measure taken such as more police officers, barriers and fence around the area, banning of rucksacks; reference to the interior minister's statement; own view whether the atmosphere might change.

- *Würden Sie selbst das Fest besuchen, ohne Sorgen zu haben? Warum (nicht)?*

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

View on the necessity of such measures and whether they will be effective; possible comment that they are too excessive; absolute safety not possible; potential attackers will always find a target.

- *Was wissen Sie über andere Feste 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 classroom teaching and other sources; festivals such as *Karneval*, *Fasching*, *Karneval der Kulturen* etc; view on their value to the community and tourism; reference to the importance attached to such festivities in German-speaking countries; view on the relevance of old festivals in today's society; possible personal experience of a big festivity during own stay in a German-speaking country.

Possible content

Karte E: Moderne Architektur in 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:

- *Was erfährt man hier über moderne Gebäude in Deutschland?*

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

Description of the five examples of modern architecture and its functions (leisure/entertainment, living, working, science, crazy house - perhaps for advertising purposes?); weird, eye-catching constructions; experimental architecture of an affluent society; unusual buildings made possible through new, advanced constructions methods, modern-day technology and materials; three public buildings (observatory, festival/event hall, office building).

- *Wie finden Sie diese Beispiele moderner Architektur?*

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

Student's opinion on examples of modern/experimental architecture, its function and costs (hinted at in the title), aesthetics (suitability for urban landscape/cityscape), perhaps also referring to sustainability; possible comments on exclusivity - modern architecture only for the rich? Architecture as art and cultural expression, suitability for purpose (working/living).

- *Was wissen Sie über andere interessante Gebäude 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:

Possible reference to examples of architecture studied as part of the course such: Bauhaus, Hundertwasser, Gropius, Schinkel, Architect Hans Hollein, Kunsthaus Bregenz, Olympic Stadion in Munich, architecture in Vienna, as well as the functionality and sustainability of buildings.

Possible content

Karte F: Der Berliner Mauerweg

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 über den ‚Berliner Mauerweg‘?*

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

Cycle-route along the former wall as a special tourist attraction; reference to length and cost for building; remains of the wall still to be seen; historical information along the route; memorial plaques for the victims of the wall; reference to navigation aids for cyclists; possibility to hire bikes.

- *Sollte man Ihrer Meinung nach heute noch an die Geschichte der Berliner Mauer erinnern? Warum (nicht)?*

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

Knowledge about the brutality of the wall and how it was guarded; importance to remember the people who lost their lives; symbol of hope; still fairly recent history; many personal memories for the inhabitants of Berlin; criticism of tragic history being used for commercial purposes.

- *Was wissen Sie über andere historische Sehenswürdigkeiten in Berlin?*

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

Reference to many historical buildings and sites of interest eg *Reichstag, Brandenburger Tor, Schloss Charlottenburg, cathedral, Unter den Linden* etc; also many historical sites outside the city eg *Sanssouci*; reference to styles of architecture eg *Schinkel*; controversy about the re-building of the *Stadtschloss*; relating own visit to Berlin and sites visited.

Possible content

Karte G: Die neuen ‚Gastarbeiter‘ in der Schweiz

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 Zuwanderung in die Schweiz?*

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

An acknowledgement that Switzerland is an attractive country for well qualified young people in specialist areas and that many of these workers come from Germany and other EU countries; a comment on the benefits of such immigration for both the migrants and the host country.

- *Glauben Sie, dass diese Zuwanderung auch Nachteile hat?*

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

A comment on how this migration could be negative for the host country; possible social tensions if wages are depressed for native Swiss; possible rise of populist parties who feed on negative stereotypes about migrant workers.

- *Was wissen Sie im Allgemeinen über Migranten im deutschsprachigen Raum?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge of the sub-theme. This knowledge could relate to Germany, Austria and Switzerland and the relationship between them. Responses could include:

Comments about different types of migration, including the refugee crisis of 2015; comments about immigration from inside and outside the EU; reflections on issues relating to the integration of settlers in German speaking countries; discussions about whether such migration changes the face of communities (for better or worse); humanitarian consideration.

Possible content

Karte H: Bessere Integration durch Burka-Verbot?

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 im Oktober 2017 in Österreich verändert?*

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

New law banning the wearing of burka and niqab covering the entire face; intended as a measure for better integration; possible fine for offenders; comment on the size of the fine; the law triggering differing views for and against.

- *Welcher der Meinungen für oder gegen das Gesetz stimmen Sie am meisten zu? Warum?*

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

Expressing support for or disagreement with some of the opinions; weighing up the rights of individuals/religious groups with the need for promoting integration/cohesion of society; speculation about how possible it is to enforce the law.

- *Was wissen Sie über andere Integrationsmaßnahmen 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:

Reference to relevant materials encountered while studying the sub-theme; integration of immigrant children into the school system through special classes; community groups looking after newly arrived immigrants; language courses; initiatives by industry to provide training for immigrants; open days in churches and mosques; reference to the success or otherwise of such measures; problems of right-wing groups campaigning against immigrant cultures/taking action against immigrants.

Possible content

Karte I: ZARA: Zivilcourage und Anti-Rassismus-Arbeit in Wien

General:

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

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

Points related to specific questions:

- *Was erfährt man hier über die Initiative ZARA?*

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

Description of organisation: based in Vienna/Austria; explanation of acronym - interesting aspect of "civil courage" - everybody to take action against racism; fighting for a better, more just society; the three central elements of the organisation: advice (free, by qualified personnel, for victims and witnesses), prevention (requires active involvement) and information (annual report and statistics).

- *Wie effektiv sind Ihrer Meinung nach Initiativen dieser Art?*

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

Students' own opinion and comments on the importance of prevention; early and wide spread anti-racism training in schools and socially deprived areas; documentation/publication of racist attacks important to raise awareness.

- *Was wissen Sie über das Problem des Rassismus 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:

As part of the course students will have looked at examples of racist attacks (arson attacks on refugee hostels, NSU scandal) racist and right wing organisations/parties (such as AfD, Neo-Nazis) and discrimination, as well as the historic and present-day fight against racism in German speaking countries (eg schools without racism/schools with courage, examples of civil courage in the face of racist attacks).

Possible content

Karte J: Sind die Deutschen EU-Skeptiker?

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 Einstellungen zur EU in Deutschland?*

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

A comment on the two flags flying outside the Reichstag; an evaluation of the statistics in the table; recognition of the sceptical attitudes towards the EU; a reaction to whether or not the statistics are surprising.

- *Welcher dieser Meinungen stimmen Sie am meisten zu? Warum?*

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

Comment on how understandable the criticisms of the EU are; Germany bearing an unfair financial burden in the eyes of many German people; justified concerns about the unwillingness of other EU countries to accept refugees; comment on the number of EU countries; scepticism of whether there would ever be a referendum in Germany to leave the EU.

- *Was wissen Sie im Allgemeinen 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 of the sub-theme. Responses could include:

The original precepts of the European Community; economic co-operation between European states; Germany's large financial contribution; Germany's influence of European matters becoming much more important; strength of German economy as a factor; the adoption of the Euro and its effect on the German/European economy; Germany's major role in this; controversy/critical voices about Germany's real/perceived power within the EU; the challenges of managing the refugee crisis; Germany's attempt to achieve a fairer distribution of refugees among other member countries; rise of anti-EU groups/parties.

Possible content

Karte K: DEMO – Lasst uns über Politik reden!

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 Ziele hat die Jugendbewegung DEMO?*

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

Independent organisation for young people, which wants to encourage the political dialogue and active involvement in democracy and democratic processes, especially taking part in elections; use of catchy slogans; goal is to wake up young people and motivate them to play an active role in the democracy.

- *Würden Sie bei der Organisation DEMO mitmachen? Warum (nicht)?*

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

Student's opinion on the goals and challenges; support for any issues in the bubbles; necessity for all to vote; critical reflection on what could be better; advantages and disadvantages of engaging in an organised group.

- *Was wissen Sie über die politischen Einstellungen unter Jugendlichen in Deutschland, Österreich oder der Schweiz?*

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

Possibly comment on U18 election, voting age of 16 in Austria, youth parliaments in federal states in Germany, demonstrations/signing of petitions of key concerns of young people such as integration of refugees, environmental policy, initiatives to combat youth unemployment, equal opportunities for all, a fair education policy; provision of support for disadvantaged groups of society.

Possible content

Karte L: Blick in eine dunkle Vergangenheit

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 Möglichkeit haben ehemalige DDR-Bürger jetzt?*

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

Possibility to look at secret Stasi files; reference to the large volume of material available; comment on what type of information may be contained in the files; reference to the number of people who want access every year; speculation on their motives

- *Ist es Ihrer Meinung nach wichtig, sich an die dunklen Seiten der DDR zu erinnern? Warum (nicht)?*

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

Comment on whether people should leave the past behind; importance of remembering injustices and suffering; learning from dark events in history; appreciating life in freedom and without fear; tendency among some former GDR citizens to look at the past with nostalgia ('Ostalgie').

Reference to the extent to which citizens were spied on; sometimes families and friends working for Stasi; not wanting to live with uncertainties; effort to dispel mistrust; risk of finding out painful facts; what the student would do in this situation.

- *Welche Veränderungen brachte die Wiedervereinigung für die DDR-Bürger?*

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:

Freedom to travel; political freedom/free elections; being able to express own opinions; getting used to living in a capitalist system; closing down of old factories; increase in unemployment; public investment into run down infrastructure/buildings; availability of a vast range of goods/food etc to buy; lack of money to afford them.

PRESENTATION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 4
Mark	Descriptors	
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.	

DISCUSSION OF INDIVIDUAL RESEARCH PROJECT		Assessment Objective 1
Mark	Descriptors	
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	Excellent critical and analytical response 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	Good critical and analytical response 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	Reasonable critical and analytical response 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	Limited critical and analytical response 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	Very limited critical and analytical response 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.