



GCE AS/A LEVEL – NEW

2820U10-1B



S18-2820U10-1B

GERMAN – AS unit 1

SET B – CARDS B1-B6

2018

BLANK PAGE



GCE AS/A LEVEL – NEW

2820U10-1B1

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B1 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Moderne Beziehungen*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Viele junge Deutsche glauben, dass eine lebenslange Beziehung zu einem Partner unmöglich ist. Deshalb möchten immer mehr Partner nur einen Teil ihres Lebens zusammen bleiben. Man nennt das Partnerschaft auf Zeit. Andere Paare heiraten, weil sie für den Rest des Lebens zusammen bleiben und ihren Kindern ein stabiles Zuhause bieten wollen.

Examiner questions

1. Wie denken „Partner auf Zeit“ in Deutschland über die Ehe?
2. Wie denken Eheleute über eine Partnerschaft auf Zeit?
3. Wie denkst du über Ehe und Partnerschaft auf Zeit?



GCE AS/A LEVEL – NEW

2820U10-1B2

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B2 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Fernbeziehungen*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Ungefähr 10% aller Studenten in Deutschland führen eine Fernbeziehung, d.h. die Partner wohnen so weit voneinander entfernt, dass sie sich nur am Wochenende sehen können. In der Woche können sie den Alltag nur per Telefon oder Internet teilen. Sie haben aber die Möglichkeit, sich so auf das Studium oder ihren Nebenjob zu konzentrieren.

Examiner questions

1. Warum führen einige Studenten in Deutschland eine Fernbeziehung?
2. Was sind die Vor- und Nachteile von Fernbeziehungen?
3. Was ist deine Meinung zu Fernbeziehungen?



GCE AS/A LEVEL – NEW

2820U10-1B3

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B3 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Taschengeld*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Viele deutsche Jugendliche bekommen regelmäßig Taschengeld von ihren Eltern, so dass sie den Umgang mit Geld lernen. Einige Eltern geben nur Taschengeld bei besonderen Gelegenheiten, z.B. nach einer guten Klassenarbeit. Andere Eltern geben ihren Kindern Geld, wenn sie im Haushalt geholfen haben. Wieder andere Eltern denken, dass sich junge Leute selbst Geld verdienen sollen.

Examiner questions

1. Wann geben deutsche Eltern Taschengeld?
2. Warum wollen einige deutsche Eltern, dass sich Jugendliche einen Job suchen?
3. Wie denkst du über Taschengeld?



GCE AS/A LEVEL – NEW

2820U10-1B4

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B4 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Das Anderssein*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Viele deutsche Jugendliche fühlen sich unter Druck, etwas Besonderes zu sein. Sie zeigen ihre Individualität durch ganz ungewöhnliche Kleidung, selbst gedrehte Zigaretten und Retro-Produkte. Sie sind aber doch abhängig von der Meinung anderer Jugendlicher. Sie interessieren sich für andere und orientieren sich an ihnen. Am Ende sind die Jugendlichen dann gar nicht mehr so unterschiedlich.

Examiner questions

1. Was machen deutsche Jugendliche, um ihre Individualität zu zeigen?
2. Wieso sind sie vielleicht doch nicht so anders?
3. Wie denkst du über das Anderssein und über Konformität?



GCE AS/A LEVEL – NEW

2820U10-1B5

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B5 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Ausbildung oder Studium*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Einige deutsche Abiturienten wollen eine Berufsausbildung machen. Sie ziehen es vor, sofort praktische Berufserfahrung zu sammeln und Geld zu verdienen, statt jahrelang Geldprobleme zu haben. Viele Abiturienten beginnen jedoch ein Studium. Sie wollen freier sein und später mehr verdienen. 28 % aller Studenten verlassen aber aus finanziellen oder anderen Gründen die Uni ohne Abschluss.

Examiner questions

1. Welche Vorteile kann eine Berufsausbildung haben?
2. Welche Probleme können deutsche Studenten haben?
3. Was findest du persönlich besser – eine Berufsausbildung oder ein Studium?



GCE AS/A LEVEL – NEW

2820U10-1B6

GERMAN – AS unit 1

SET B

2018

ADDITIONAL MATERIALS

You will be asked to choose two stimulus cards, one from Set A and the other from Set B.

You will choose one of two cards from Set A. You will be able to see the two cards before choosing. You will choose one card (unseen) from Set B from a total of six. You must ensure you select one card from Set A and one card from Set B.

INSTRUCTIONS TO CANDIDATES

You will be allowed a period of 15 minutes to prepare the two cards (A and B). You will be able to make brief notes on a separate piece of paper (NOT on the cards) during the preparation period for the stimulus cards. The notes **must** be handed to the examiner at the end of the test. The notes are a memory aid only and **may not** constitute whole sentences or a continuous text or script.

Cards from Set A will contain, as a stimulus, two opposing standpoints of an argument.

Cards from Set B will contain a short text and three questions for you to prepare. Set A cards are based on the theme of Understanding the German-speaking world. Set B cards are based on the theme of Being a young person in German-speaking society.

No dictionaries are allowed in any section of the assessment.

INFORMATION FOR CANDIDATES

This paper carries 48 marks:

- Task 1 – 24 marks
- Task 2 – 24 marks

Card B6 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Schulkantinen in Deutschland*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Schulkantinen in Deutschland sind bisher noch nicht optimal. Oft bringen Catering-Firmen, die den Geschmack der jungen Leute nicht kennen, das Essen. Bis es in der Schule ankommt, ist es kalt und nicht mehr frisch. Häufig ist es auch noch ungesund. In manchen schuleigenen Kantinen dürfen die Schüler aber beim Kochen des Mittagessens helfen.

Examiner questions

1. Wie ist das Essen in vielen deutschen Schulen?
2. Was können die deutschen Schüler beim Kochen des Mittagessens lernen?
3. Wie stellst du dir eine optimale Schulkantine vor?