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# **GCE AS MARKING SCHEME**

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**SUMMER 2018**

**AS (NEW)  
GERMAN - UNIT 1  
2820U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## GCE GERMAN

### SUMMER 2018 MARK SCHEME

#### UNIT 1: SPEAKING (48 total marks)

#### Principles of Marking

##### Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

##### General Advice for Examiners

You are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. Particular attention should be paid to the following instructions regarding marking.

- As an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

##### Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two stage process.

##### Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if the response is mainly in band 2 but with a limited amount of band 3 content, the response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

## Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards you should consider the **additional notes** given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for **guidance** only. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

## UNIT 1

### Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

**ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)**

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken</b>
<b>4</b>	<ul style="list-style-type: none"> <li>All questions are answered clearly and comprehensively</li> <li>Very good interaction and spontaneity. Easily initiates and sustains discussion</li> <li>A wide range of thoughts, feelings and view-points expressed</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Accurate use of grammar with few errors</li> <li>Very good knowledge of idiomatic phrases and a variety of structures employed</li> <li>Intonation and pronunciation are convincing</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>Very good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities</li> <li>Ideas and points of view well supported by evidence</li> <li>Conclusions drawn are based on an understanding and appreciation of the country's culture and society</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Most questions are answered clearly and some in detail</li> <li>Good interaction, some spontaneity in initiating and sustaining discussion</li> <li>A range of thoughts, feelings and view-points expressed</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Good use of grammar. Some errors occur</li> <li>Good range of idiomatic structures to support views and opinions</li> <li>Mistakes in intonation and pronunciation do not impede understanding</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities with occasional inconsistencies</li> <li>Ideas and opinions are generally supported by evidence</li> <li>Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Some hesitation when answering questions. Answers generally lack depth</li> <li>Attempts made to interact but prompting required at times</li> <li>Some opinions and ideas expressed</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Limited grammatical knowledge and frequent basic errors.Limited accuracy.</li> <li>Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material</li> <li>Intonation and pronunciation sometimes impede understanding</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>Superficial knowledge of the culture and society of Germany and German-speaking countries and communities, reliant on pre-learnt material, presented out of context</li> <li>Ideas expressed are not based on factual evidence</li> <li>Limited understanding and appreciation of the country's culture and society</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Limited responses when answering questions</li> <li>Limited success in establishing a meaningful exchange. Over reliance on prompts.</li> <li>Limited range of ideas and opinions expressed</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Very basic grasp of grammar, sentences often fragmented and incomplete</li> <li>Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>Little evidence of relevant knowledge. Frequent misunderstandings</li> <li>Information is fragmented with no evidence to support it</li> <li>No evidence of an understanding or appreciation of the country's culture and society</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>

**ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)**

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken</b>
<b>4</b>	<ul style="list-style-type: none"> <li>All questions are answered clearly and comprehensively</li> <li>Very good interaction and spontaneity. Easily initiates and sustains discussion</li> <li>A wide range of thoughts, feelings and view-points expressed</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>Very good knowledge of grammar with few errors</li> <li>Very good knowledge of idiomatic phrases and a variety of structures employed</li> <li>Intonation and pronunciation are convincing</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>Very good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities</li> <li>Ideas and points of view well supported by evidence</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Most questions are answered clearly and some in detail</li> <li>Good interaction, some spontaneity in initiating discussion</li> <li>A range of thoughts, feelings and view-points expressed</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>Good knowledge of grammar. Some errors occur</li> <li>Good range of idiomatic structures to support views and opinions</li> <li>Mistakes in intonation and pronunciation do not impede understanding</li> </ul>	<b>3</b>	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities with occasional inconsistencies</li> <li>Ideas and opinions are generally supported by evidence</li> </ul>

<b>Marks</b>	<b>AO1: understand and respond in speech to spoken language including face-to-face interaction</b>	<b>Marks</b>	<b>AO2: understand and respond in speech to written language drawn from a variety of sources</b>	<b>Marks</b>	<b>AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure</b>	<b>Marks</b>	<b>AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Some hesitation when answering questions. Answers generally lack depth</li> <li>Attempts made to interact but prompting required at times</li> <li>Some opinions and ideas expressed</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Limited grammatical knowledge and frequent basic errors</li> <li>Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material</li> <li>Intonation and pronunciation sometimes impede understanding</li> </ul>	<b>2</b>	<ul style="list-style-type: none"> <li>Superficial knowledge of the culture and society of Germany and German-speaking countries and communities reliant on pre-learnt material, presented out of context</li> <li>Ideas expressed are not based on factual evidence</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Limited responses when answering questions</li> <li>Limited success in establishing a meaningful exchange. Over reliance on prompts</li> <li>Limited range of ideas and opinions</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Very basic grasp of grammar, sentences often fragmented and incomplete</li> <li>Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures</li> <li>Intonation and pronunciation make understanding difficult</li> </ul>	<b>1</b>	<ul style="list-style-type: none"> <li>Little evidence of knowledge of question set. Frequent misunderstandings</li> <li>Information is fragmented with no evidence to support it</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing of value</li> </ul>

## Card A1 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *Silvester in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Die meisten Deutschen/Österreicher/Schweizer begrüßen das neue Jahr mit verschiedenen Silvestertraditionen.

### Meinung B

- Viele Deutsche/Österreicher/Schweizer mögen keine Silvestertraditionen

<b>A04</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• Most people enjoy celebrating either organised or private New Year Parties with friends and family.</li><li>• They look forward to watching traditional TV programmes such as “Dinner for one”, dancing at parties, sharing food and drink with others.</li><li>• They enjoy toasting the New Year, setting off fireworks at midnight and passing their good wishes on to friends and family.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• Lots of people do not like celebrating the end of an old year and the beginning of a new one. They prefer a quiet night.</li><li>• They do not enjoy the company of people eating and drinking too much and being merry on demand.</li><li>• They see setting off fireworks as dangerous and a waste of money. They prefer saving that money or giving it to charity.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A2 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *Feste in Deutschland, die mit der Natur verbunden sind*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Viele deutschsprachige Menschen feiern gerne den Zyklus der Natur beispielsweise mit Erntedankfesten oder Weinfesten.

### Meinung B

- Viele deutschsprachige Menschen feiern lieber andere Feste wie beispielsweise Geburtstage oder Hochzeiten.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• Especially in agricultural communities people realise how dependent they are on nature and therefore celebrate the harvest of wine or other products.</li><li>• There are special traditions e.g. church services, election of a wine queen, wine tastings etc.</li><li>• People feel that the festivities bring them together and encourage them to work for a new harvest the following year.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• Many people are not close to nature any more and therefore do not see the need to celebrate its products.</li><li>• They concentrate on their own private lives and would rather celebrate family occasions e.g. weddings, christenings, birthdays etc.</li><li>• They think that harvest festivals are for farming communities only.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A3 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *Besondere Gebäude in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Die meisten Städte im deutschsprachigen Raum haben ganz besondere Gebäude.

### Meinung B

- Viele Städte in Deutschland/Österreich oder in der Schweiz haben ganz uninteressante Gebäude.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• The majority of towns have historic buildings such as churches or town halls.</li><li>• New buildings in major towns often merge well with the rest of the buildings.</li><li>• The architecture remains special since it is preserved well by the individual towns.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• A lot of towns grew quickly and there was a need to build new houses quickly. Often no regard was given to attractiveness of the buildings.</li><li>• In big cities such as Frankfurt there are a number of high rise buildings which do not look attractive. Functionality was the main aspect here.</li><li>• Some towns do not have the means to preserve old buildings or to ensure the attractiveness of buildings.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A4 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *Die Rolle der Kleidung in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Die Deutschen/Österreicher/Schweizer tragen überall nur Freizeitkleidung.

### Meinung B

- Die Deutschen/Österreicher/Schweizer tragen im Beruf und bei besonderen Festen formale oder traditionelle Kleidung.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• It is acceptable to wear smart casual dress in many jobs.</li><li>• In most everyday situations people wear smart casual dress.</li><li>• In most schools there are no school uniforms.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• For weddings, for the Oktoberfest or for other traditional events people wear traditional or formal dress.</li><li>• Some schools have introduced uniforms to combat bullying.</li><li>• In many jobs casual clothes are not accepted. For many jobs there are uniforms.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A5 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *Populäre Musik in deutscher Sprache*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen

### Meinung A

- Deutscher Pop, Indie-Rock, Soul und Hip Hop sind sehr beliebt in deutschsprachigen Ländern.

### Meinung B

- Heutzutage ist englischsprachige Popmusik viel beliebter als deutschsprachige.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• An increasing number of German-speaking artists perform in German.</li><li>• Most radio stations play those German songs.</li><li>• Popular music with German text is considered to be trendy.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• German popular music is not noticed abroad.</li><li>• Most radio stations play more English than German songs.</li><li>• Germans who want to be global citizens consider German popular music as too parochial.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A6 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *Humor in deutschsprachigen Filmen*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Deutschsprachige Filme haben ernste Themen, es fehlt der Humor.

### Meinung B

- Es gibt auch Humor in deutschsprachigen Filmen.

#### AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

##### Opinion A

- German films broach serious topics such as German reunification or national socialism.
- German films help viewers to understand their past.
- Most German films lack a light touch and do not convey a sense of humour.

##### Opinion B

- A high number of German- language films manage to combine serious topics with a touch of humour.
- Especially German-language films which have won international awards show a sense of humour.
- German films intend to entertain with a newly-found sense of humour.

The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

## Card A7 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *Deutschsprachige Kinder- und Jugendliteratur*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Deutschsprachige Kinder- und Jugendbücher sind immer noch sehr beliebt in deutschsprachigen Ländern.

### Meinung B

- Englischsprachige Kinder- und Jugendbücher spielen eine größere Rolle als deutschsprachige.

<b>A04</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• German parents still read German fairy tales or traditional stories such as “Max und Moritz” to their youngsters.</li><li>• There are also some popular modern stories such as Michael Ende’s “Unendliche Geschichte” or Cornelia Funke’s “Tintenherz”.</li><li>• Some popular German literature for young people has been translated into several languages.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• Most popular British or American books for young people have been translated into German.</li><li>• A lot of German speaking youngsters prefer international bestsellers to the German alternatives. (e.g. Harry Potter vs. Tintenherz)</li><li>• Some young readers even read English-language books in the original.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A8 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *Museen und historisches Verständnis in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

### Meinung A

- Museen helfen den Deutschen/Österreichern/Schweizern, ihre Geschichte zu verstehen.

### Meinung B

- Deutsche, Österreicher und Schweizer lernen mehr im Geschichtsunterricht als bei einem Museumsbesuch.

#### AO4

In response to the task on the stimulus card the candidate may present and discuss the following:

#### Opinion A

- A number of museums display artefacts from relevant historical periods, which convey a direct impression.
- In some museums visitors can interact with displays, which helps them to comprehend history in a personal way.
- Guided tours through museums help to bridge the gap between the present and the past.

#### Opinion B

- History lessons can convey the history of a country in a more systematic way.
- History lessons are more geared towards the specific needs and interests of the students.
- History lessons offer the chance to discuss certain historical problems which are relevant for the present and future with fellow pupils.

The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.

The above points are **suggestions** only and are **not exhaustive**. Reward will be given for **all relevant points** argued by the candidate.

## SET B

### 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.

#### *Meinungen über Partnerschaft auf Zeit*

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?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. They think that it is not possible to be faithful to the same partner for the rest of your life.</li><li>2. Married people think that it is important to make a lifelong commitment to their partner. They think that staying with a partner for part of your life will not be good for children being born into that relationship.</li><li>3. Candidates give their own view.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## 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.

### *Fernbeziehungen*

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?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. Their partners work or study in different parts of Germany.</li><li>2. During the week you can concentrate on your work or your studies, but you cannot share your everyday life properly; and you only meet at the weekend. The weekend becomes very special, but travelling to meet the partner and trying to make the best of the weekend can be stressful</li><li>3. Candidates will give their opinion on that kind of relationship.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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### 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.

#### Taschengeld

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 sollten.

#### 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?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. Some German parents give pocket-money without strings attached so that youngsters learn how to use their money wisely. Pocket-money is given for a special achievement/ special occasion or for a job completed by the youngsters.</li><li>2. So that youngsters learn the value of money and learn how difficult it is to earn money.</li><li>3. Candidates give their own view on pocket money.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## 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.

### Der Trend, anders zu sein

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?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. They try to do unusual things and present themselves in a unique way.</li><li>2. They observe others and imitate them. In this way the differences between individuals will be levelled out.</li><li>3. Candidates give their opinion on being different.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## 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.

### *Ausbildung oder Studium*

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?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. You can gather practical experience right from the start, you earn money instead of paying for study fees.</li><li>2. They might have financial problems or feel stressed because of exams. In the main, their education is fairly theoretical and academic and is often removed from reality.</li><li>3. Candidates give their opinion on training or studies.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## 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

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?

<b>AO4</b>	<p>Candidates must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. It is not geared towards young people, it is often cold, not fresh and unhealthy.</li><li>2. They can learn to prepare healthy meals, they might develop a lifelong interest in cooking.</li><li>3. Candidates describe their idea of an ideal school canteen.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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