



GCE AS MARKING SCHEME

SUMMER 2019

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

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 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)

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

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

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

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

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 *Nationalfeiertage 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 sind stolz auf ihre Nation und feiern deshalb gerne ihren Nationalfeiertag.

Meinung B

- Viele Deutsche/Österreicher/Schweizer sind nicht stolz auf ihre Nation und mögen den Nationalfeiertag in ihrem Land deshalb nicht.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Germans enjoy celebrating their day of German unity on 3rd October each year. Different events in various German towns.• Austrians enjoy celebrating their <i>Nationalfeiertag</i> on 26th October with various events in different Austrian towns.• The Swiss enjoy celebrating their <i>Bundesfeier</i> on 1st August with BBQs. <p>Opinion B</p> <ul style="list-style-type: none">• Lots of German speaking people do not identify with their country and therefore do not like national holidays.• They do not enjoy the company of people eating and drinking too much and being merry because they belong to a particular nation.• They see themselves as European rather than German/Swiss/Austrian. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *die Bedeutung von religiösen Festen 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

- Feste wie Ostern, Weihnachten und Pfingsten haben für die meisten deutschsprachigen Menschen keine religiöse Bedeutung mehr.

Meinung B

- Für viele deutschsprachige Menschen haben Feste wie Ostern, Weihnachten und Pfingsten immer noch eine religiöse Bedeutung.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• People like celebrating Christmas and Easter because they value traditions, but these festivals have no longer religious meaning for them.• These holidays are important for commerce.• People enjoy these holidays for social, not for religious reasons. <p>Opinion B</p> <ul style="list-style-type: none">• Many people are still deeply religious and therefore celebrate Jesus' birth and resurrection.• They value traditions for religious reasons.• They want to express their joy about Jesus' birth and resurrection and therefore give presents to their loved ones. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *die Rolle, die Bier und Wein in deutschsprachigen Ländern spielen*. 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

- Wein und Bier sind wichtig im täglichen Leben in deutschsprachigen Ländern.

Meinung B

- Für viele Deutsche/Österreicher/Schweizer sind Wein und Bier nicht wichtig im täglichen Leben.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• A number of towns in German - speaking countries have their own breweries/beer festivals.• In wine - growing regions life is often dominated by cultivating the wine, drinking it and wine festivals.• Wine and beer are important economic factors in German speaking countries. <p>Opinion B</p> <ul style="list-style-type: none">• A number of German - speaking people are very health conscious and therefore do not consume any beer or wine and do not go to festivals either.• Foreign wine and beer are often more popular than regional varieties.• Beer and wine are not the most important economic factor in German - speaking countries. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *den Einfluss der englischen Sprache 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

- In Deutschland, Österreich und der Schweiz hat die englische Sprache einen zu großen Einfluss auf die deutsche Sprache.

Meinung B

- In Deutschland, Österreich und der Schweiz hat die englische Sprache keinen großen Einfluss.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• There are a number of English words in the German language (Denglisch).• Everyone has to learn English at school, some children even in primary schools.• English is the second language of most people in German speaking countries. <p>Opinion B</p> <ul style="list-style-type: none">• Especially in areas where dialect is spoken people try to avoid English words.• In Switzerland, Swiss German, French and Italian are more important than English.• People are competent speakers of English whilst they are at school, but later on they lose their language skills. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *Musizieren und Singen 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

- Musizieren und Singen sind nicht mehr wichtig in deutschsprachigen Ländern.

Meinung B

- Musizieren und Singen sind immer noch wichtig in deutschsprachigen Ländern

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Only very few people learn to play an instrument.• People prefer to listen to music rather than sing or play an instrument.• Most people stay away from traditional German music festivals where they have to join in with the singing. <p>Opinion B</p> <ul style="list-style-type: none">• There are still a lot of choirs in German speaking countries.• A number of people have musical instruments at home and learn to play them.• German - speaking people enjoy playing music in a group/band. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *deutschsprachige Filme*. 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 behandeln nur langweilige historische Themen.

Meinung B

- Es gibt auch spannende und lustige deutsche Filme.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Most German films deal with historical topics such as German reunification which some people find boring.• German films are not always fast moving.• Historical films lack a light touch and do not capture the viewer's interest. <p>Opinion B</p> <ul style="list-style-type: none">• German/Austrian/Swiss TV channels have produced a number of interesting detective series such as "Tatort," which are full of suspense.• German-language films which have won international awards create a lot of interest.• German films reflect German culture and history and are therefore interesting. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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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 *die Bedeutung von deutschsprachigen Autoren*. 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 Autoren werden in Deutschland, Österreich und der Schweiz gern gelesen.

Meinung B

- Deutschsprachige Autoren werden gar nicht gern in Deutschland, Österreich und der Schweiz gelesen.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• German classical and modern authors are still on the school syllabus in German speaking countries.• TV programmes such as “Literarisches Quartett” encourage viewers to read German literature.• German literature is popular because of book fairs and awards. <p>Opinion B</p> <ul style="list-style-type: none">• A number of people prefer reading foreign authors in translation.• Others have no time to read or no interest in literature.• Some people choose other leisure time activities rather than reading. <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 suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *Kunst 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

- Kunstausstellungen in deutschsprachigen Ländern sind für viele junge Menschen nicht attraktiv.

Meinung B

- Kunstausstellungen in deutschsprachigen Ländern sind attraktiv für alle Menschen.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• A number of young German-speaking people find it difficult to relate to art.• They cannot understand the message of the artists.• German-speaking people are often not creative themselves and have not been taught in school how art can enrich their lives. <p>Opinion B</p> <ul style="list-style-type: none">• Many art exhibitions in German-speaking countries appeal to young people because they are encouraged to try out art themselves.• German-speaking adults like going to art exhibitions because they have a chance to enter the world of fantasy.• Art exhibitions in German-speaking countries are diverse and offer something for all tastes (modern/experimental art – old masters). <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 suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card B1 – Being a young person in German-speaking society

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

Die Bravo ist im Rentenalter

Die früher so beliebte Jugendzeitschrift „Bravo“ ist 61 Jahre alt. Sie war wegen Posters von Stars und der sehr offenen und direkten Problemseite beliebt. Im digitalen Zeitalter erscheint die gedruckte Version jetzt alle zwei Wochen, da sie nur noch 130 000 Leser hat. Die meisten jungen Deutschen bevorzugen die Online Version.

Examiner questions

1. Was machte die Bravo früher so attraktiv für Jugendliche?
2. Warum sind die Leserzahlen für die gedruckte Version zurückgegangen?
3. Was denkst du über Jugendzeitschriften?

AO4	The candidate must cover all three prompts. <ol style="list-style-type: none">1. Young people found posters and help with their problems in the magazine.2. Young people prefer online versions of youth magazines.3. Candidates give their own view on youth magazines. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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Card B2 – Being a young person in German-speaking society

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

Helikoptereltern

Helikoptereltern wollen ihren Kindern alle Schwierigkeiten im Leben abnehmen. Dabei geben sie ihnen aus Angst vor Gefahren kaum Freiheiten. Diese Kinder finden es schwierig, selbstständig zu werden und sich in eine Gruppe zu integrieren. Weil sie selten von den Eltern kritisiert werden, können sie auch sehr egozentrisch sein.

Examiner Questions

1. Wie kann man das Verhalten von Helikoptereltern beschreiben?
2. Welche Probleme können Kinder von Helikoptereltern haben?
3. Was ist deine Meinung zu Helikoptereltern?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. They do not give children the chance to solve their problems on their own, they do not give any freedom to their children.2. They will find it difficult to become independent individuals or a member of a group. They might also be egocentric.3. Candidates will give their opinion on “Helikoptereltern”. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points 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 *Schüler und Geldverdiene*

n. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Verkauf von alten Artikeln

Jugendliche haben immer Geldprobleme, deshalb suchen sie nach Möglichkeiten, Geld zu verdienen. In Deutschland kann man alte oder ungeliebte Artikel auf Märkten verkaufen. Man muss aber früh aufstehen, den Stand auf- und abbauen und auf Kunden warten. Viele deutsche Jugendliche verkaufen daher Bücher, CDs und DVDs lieber auf Online Portalen.

Examiner Questions

1. Wie können deutsche Jugendliche Geld verdienen ?
2. Welche Vor- und Nachteile gibt es bei diesen Möglichkeiten, Geld zu verdienen?
3. Wie könnten sich Jugendliche deiner Meinung nach Geld verdienen?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. They can sell old/unwanted articles on markets or online.2. When trying to sell articles on a market you will have to get up early/build up your display of products/ wait for customers.3. Candidates explain how else you could make money e.g help at home and get pocket money/ get a job. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points 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 *Selfies*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Selfies

Deutsche Jugendliche stellen ständig neue Selfies auf soziale Netzwerke. Sie bearbeiten ihre Selfies mit einem speziellen Programm, so dass sie perfekt aussehen, und andere sie bewundern. Wenn sie in den Urlaub fahren, sind Selfies vor Touristenattraktionen wichtiger als die Urlaubsfreude. Sie machen sogar riskante Aufnahmen, um ihre Netzwerkkontakte zu beeindrucken.

Examiner questions

1. Warum sind Selfies so wichtig für deutsche Jugendliche?
2. Was ist ihnen im Urlaub wichtig?
3. Was denkst du über Selfies?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. They want to look perfect and want to be admired by others.2. On holiday they are more interested in selfies than enjoying their free time.3. Candidates give their opinion on selfies. <p><u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points 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 *Selektion für das Gymnasium*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Selektion für das Gymnasium

Bayerische Grundschüler brauchen einen Notendurchschnitt von 2,33 in Mathematik und Deutsch, um auf das Gymnasium zu gehen. Das führt zu Familienstress, da Eltern ihren Kindern eine gute Bildung ermöglichen wollen. Eltern helfen bei Hausaufgaben und geben Geld für Nachhilfe aus. Die Kinder haben deshalb nur wenig Zeit zum Spielen.

Examiner questions

1. Wer darf in Bayern auf ein Gymnasium gehen?
2. Warum bedeutet die Selektion für das Gymnasium Stress für Eltern und Kinder?
3. Was denkst du über Selektion im deutschen Schulsystem?

AO4	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none">1. Pupils who have an average grade of 2,33 for German and Maths, are allowed to go to a <i>Gymnasium</i>.2. Parents complete homework with their children and pay for extra lessons. Children have less time to play.3. Candidates give their opinion on selection in the school systems of German-speaking countries. <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points 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 *12 Jahre Schulzeit*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

12 Jahre Schulzeit

In einigen deutschen Bundesländern gehen Schüler 12 Jahre zur Schule. Sie stehen deshalb unter Leistungsdruck und müssen sogar nachmittags in die Schule gehen. Für Hobbys bleibt dann oft keine Zeit mehr. Wenn die Schüler zur Uni gehen, sind sie erst 18 und noch nicht reif genug für das Studentenleben.

Examiner questions

1. Welche Probleme kann es geben, wenn man mit 18 zur Uni geht?
2. Welche Vorteile bieten 13 Jahre Schulzeit?
3. Wie wichtig ist es deiner Meinung nach, dass Schüler Zeit für Hobbys haben?

AO4	Candidates must cover all three prompts. <ol style="list-style-type: none">1. Students will not be as stressed/ time for hobbies and year abroad/ no afternoon lessons.2. They might not be mature enough for student life.3. Candidates give their ideas on 12 or 13 years of schooling. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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