



A-LEVEL German

7662/3T/3V – Paper 3 Speaking
Mark scheme

June 2018

Version/Stage: 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, i.e. 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 e.g. 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: Familienformen

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 erfahren wir über die Familie in Deutschland?*

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

Description and explanation of the different types of family quoted on card; reference to statistics and interpretation of figures, e.g. high rate of singles in Germany, children rarely live with single father; traditional family models still popular; noticeable number of childless couples points to a low birth rate.

- *Wie wichtig ist Ihrer Meinung nach die Kernfamilie heutzutage?*

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

Seemingly important role of traditional family; caring and stable home not dependent on type of family; tolerance of today's society towards a variety of family life style forms; personal experience and own ideas about future (family) life styles.

- *Was sind die größten Probleme und Herausforderungen für Familien in 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:

Childcare, household chores, career, low income, cost of living; range of financial and psychological problems due to separation and divorce; an ageing population; care for the elderly; reference to personal experience while staying in a German-speaking country.

Possible content**Karte B: Lernhilfen aus den Netz****General:**

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

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

Points related to specific questions:

- *Was ist der ‚Simple Club‘?*

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

Reference to the founders, the age of the club and number of users; materials to be viewed as YouTube videos; help for pupils in most school subjects; possible comment that languages do not appear on the list; short and easy to understand films; advantage of animation; possible comment of importance of this; free of charge and comment on the need for advertisement to fund it.

- *Welche Vorteile haben Ihrer Meinung nach digitale Medien im Unterricht? Gibt es vielleicht auch Nachteile?*

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

Modern and motivating presentation of content; students regarding digital technology as normal part of life; help for teachers to produce materials; use of interactive strategies for learning; own experiences; possible danger of getting too reliant on digital resources; cost of equipment and software; problems with authenticity.

- *Welche Rolle spielen digitale Medien im täglichen Leben in den deutschsprachigen Ländern?*

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

Popularity of 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; country-specific legislation for data protection / privacy; reference to personal experience while staying in a German-speaking country.

Possible content**Karte C: Eine Rockband mit Geschichte****General:**

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

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

Points related to specific questions:

- *Inwiefern ist ‚Silly‘ eine besondere Band?*

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

The band's origin in East Germany; difficulty with political censorship of lyrics; survival of band after unification; unusual themes of songs i.e. political and philosophical; expression against hatred and extremism in the lyrics.

- *Sollte sich Rockmusik Ihrer Meinung nach mit politischen Themen beschäftigen? Warum (nicht)?*

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

Music reflecting our time; important messages for mainly young audience; young people being influenced more by their music than by media / politicians; examples of other political singers / groups with political lyrics; doubt whether this approach can make a difference.

- *Was wissen Sie im Allgemeinen über moderne Musik 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; reference to what sort of music is popular with young people in German-speaking countries; whether there are any differences between them and young British people; examples of rock / pop concerts / music festivals in Germany / Austria / Switzerland; current music trends in German-speaking countries; information about current trends / artists gained from contact with German-speaking friends; personal experience with listening to music / attending events in a German-speaking country.

Possible content**Karte D: Tag der deutschen Einheit: Das große Fest in Schwarz-Rot-Gold****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 den Tag der deutschen Einheit?*

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

Reference to the date and it being the day of German reunification; reference to it being a public holiday throughout Germany; reference to evening events of celebration; the symbolism of the day for modern Germany.

- *Wie wichtig ist dieser Feiertag Ihrer Meinung nach?*

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

Possible discussion about the importance of national identity; comparison with other national days; opinion of whether such festivals give a good impression of a country; appreciation of the symbolism of a unified Germany.

- *Was wissen Sie über andere Feste oder Feiertage 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 of the sub-theme. Responses could include:

Observations from trips to any of the countries; different traditions e.g. national days in Switzerland or Austria; other important holidays such as *Weihnachten*, *Ostern*; importance of traditions and religious / non-religious festivals, influence of immigrant communities.

Possible content**Karte E: Das Nolde Museum - mehr als ein Museum****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 bietet das Nolde Museum?*

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

Description of the range of offers for different age groups and levels of interest/ability – inside and outside, a day out for the family or an educational visit: exhibitions and hands-on activities; projects for children; guided tours of Nolde's garden and summer house; food and refreshments.

- *Meinen Sie, dass das Angebot des Museums Kunst im Alltag fördert? Warum (nicht)?*

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

Evaluation of activities offered by the museum with a view to making art accessible and attractive for people of all ages and different backgrounds in everyday life; garden as a form of art; moderate entrance fees by German standards thus making a visit an affordable leisure activity.

- *Welche anderen einflussreichen Maler aus Deutschland, Österreich oder der Schweiz sind empfehlenswert?*

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

Reference to any painter / artist / school of painting studied; knowledge gained from sources during study of the theme; evaluation of his/her work e.g. characteristics, colours, themes; expressing own view on the artist's output; influence of artist on his/her time; possible own visit to a museum / gallery in Germany / Austria / Switzerland.

Possible content**Karte F: Ein Festival für Theaterfreunde****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:

- *Um was für eine Veranstaltung geht es hier?*

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

A festival for the theatre; reference to the fact that it has been running for a long time; different genres of theatre performed; possible reference to the three pictures; the best productions from all German-speaking countries; possibilities for the general public to watch performances on screen; open-air performances.

- *Ist Ihrer Meinung nach das Theater heutzutage noch relevant? Warum (nicht)?*

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

Own view of the theatre as a form of entertainment; comparison with cinema; many young people preferring the cinema; still many large and small theatres to be found throughout the country; drama performances at schools; why a live performance is exciting; reference to live streaming facilities from major theatres for widening audiences; describing own visit to the theatre.

- *Was wissen Sie über das Theater- und Musikleben 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. Responses could include:

Reference to relevant materials encountered during the study of the sub-theme; wide range of music events in Berlin; many different genres of music and theatre; music in bars, clubs, discos etc; opera houses, concert halls, theatres, cabaret; different types of audiences; public subsidies for music / theatre institutions; influence of different cultures on the music / theatre life; reference to own visit / visits to Berlin.

Possible content**Karte G – „Politisch Verfolgte genießen Asylrecht“****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 das Asylrecht in Deutschland?*

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

An observation that the right to asylum is enshrined in the constitution; the rights that refugees can expect if their asylum claim is granted; reference to the picture and the speech bubble about where recent asylum seekers may have come from and what experience they have / hope to have in Germany.

- *Was sind Ihrer Meinung nach die Vor- und Nachteile dieser Politik?*

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

A reaction to the humanitarian effort to give shelter to refugees; an opinion on the cultural diversity that immigration has brought to Germany; the economic benefits of future workers; the demographic problems caused by a low birth rate being offset by new arrivals; the strains put on communities that shelter large migrant populations; the strains on housing and services; the rise of racist and far right movements; the lack of integration amongst some communities; the different attitudes and cultural mores of certain immigrant communities; reference to real and perceived dangers from terrorism.

- *Warum kommen so viele Menschen ausländischer Herkunft in die deutschsprachigen Länder?*

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 can relate to Germany. Responses could include:

Some knowledge of Germany's history of taking in migrants; the successful integration of diverse groups; its commitment to asylum and housing refugees; the commitment to those fleeing Syria even if they came via secure third countries; the free movement of people within the EU; the strong economy; the promise of a higher standard of living; the likelihood of finding similar communities; its religious tolerance; its efforts to integrate minority communities.

Possible content**Karte H: Integration durch Sport****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 Maßnahme zur Integration wird in Österreich seit 2010 gefördert und warum?*

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

Integration through sports; workshops to overcome language barriers etc; conflict resolutions; aspects of sport which promote integration: played in all cultures, world cup (e.g. football, cricket, rugby, athletics); achievement and enjoyment of sports not based on race, origin or skin colour; no need to be fluent in German to participate; sport as a means to promote team spirit / collaboration etc as well as a healthy life style.

- *Meinen Sie, dass Sportprojekte eine sinnvolle Integrationsmaßnahme sind? Warum (nicht)?*

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

Contact between different cultures, helping towards integration; potential problems: possible costs for equipment or travel; exclusion of youngsters / children from other faiths e.g. Muslim girls.

- *Wie erfolgreich ist die Integration von Zuwanderern in den deutschsprachigen Ländern?*

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

Comments on and description of other successful and popular projects / initiatives, e.g. Carnival of Cultures in Berlin; integration / language courses; Radio *Multikulti*, Islam conference; real challenges to integrate the high number of recent immigrants in Germany / Austria; possible reference to success or otherwise of integration within the large Turkish community in Germany.

Possible content**Karte I: Rock von rechts****General:**

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

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

Points related to specific questions:

- *Welches Problem hatte die Polizei in St.Gallen?*

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

Reference to the two concerts in canton St.Gallen involving right-extremist bands and meeting of many right-extremist supporters; fact that one concert was banned and the reasons the police gave; mention of the right-wing party PNOS and possible comment on its name; the angry reaction to the ban by their chairman.

- *Sollte man Ihrer Meinung nach alle rechtsextremen Veranstaltungen verbieten? Warum (nicht)?*

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

Problem of racist and anti-Semitic polemic; no place in our democracy for racist and xenophobic sentiments to be publicly aired; danger of incitement to hate crime; attraction of large events to many latent supporters; right for free expression in a democracy; better to debate racist attitude than to try to silence.

- *Wie groß ist der Einfluss rechtsextremer Gruppen 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; reference to rising popularity of AfD party in Germany; their success in elections; populist candidate in recent Austrian presidential elections; examples of physical attacks against immigrants / Muslims / pro-immigration politicians; arson attacks on refugee centres / hostels; discussion whether to ban certain groups / parties; reference to own visit to a German-speaking country and discussions about this issue with local people.

Possible content**Karte J: Marsch für Europa****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:

- *Warum gab es in Berlin eine Demonstration?*

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

Reference to the 60th anniversary of the Roman treaties and the former name of the EU; pro-EU demonstrations taking place in Berlin; reference to the size and spirit of the event; symbolic act of tearing down a wall near the *Brandenburger Tor*; reference to the emphasis of cooperation in Europe to master the current challenges and problems.

- *Sind politische Demonstrationen Ihrer Meinung nach ein sinnvolles Mittel? Warum (nicht)?*

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

Positive or negative attitude to demonstrations; valuable means of expressing the views and will of groups within the population; democratic right of every citizen; importance of peaceful action; possible problem with violence; cost of policing; recent examples in this country or abroad; possible own participation.

- *Welche Rolle spielt Deutschland innerhalb der Europäischen Union?*

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

Reference to relevant materials encountered while studying the sub-theme; Germany as an influential member since the foundation of EEC / EU; economic strength enhancing this role; historical importance of relationship with France in particular; Germany often being perceived as the 'paymaster'; occasions of Germany acting as mediator between other countries; leading role in the recent refugee crisis; all political parties in Germany - except the AfD - being pro-European.

Possible content**Karte K: Politik JA, Parteien NEIN****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 politische Engagement der deutschen Jugend?*

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

An indication of awareness that young Germans are interested in political issues rather than political parties; reference to the statistics revealed by the Shell Study, showing how young people make their voices heard; comment about the pictures on the card.

- *Was meinen Sie zu diesen Trends?*

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

Whether or not they personally identify with any party or causes; whether they have any experience of youth protest; a comment on the effectiveness of each form of engagement – boycotts, demonstrations, action groups, political affiliation; whether they would consider action for any particular cause in the future.

- *Wie wichtig ist Politik für die Jugend 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:

Any relevant materials encountered while studying the sub-theme; experience from visiting a German-speaking country or watching news reports from Germany, Austria or Switzerland; reference to popular and populist political movements in Germany from right and left; reference to specific interest groups in any of the countries.

Possible content**Karte L: Deutschland - vereint und doch geteilt?****General:**

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

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

Points related to specific questions:

- *Wie groß sind die Unterschiede zwischen dem Osten und dem Westen Deutschlands?*

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

Description and interpretation of the demographic and economic differences on the basis of the figures quoted; less densely populated East with a lower percentage of immigrants / foreigners; economic differences; more unemployment and lower wages in the East; smaller houses / apartments.

- *Wo sind Ihrer Meinung die Menschen zufriedener: in den alten oder in den neuen Bundesländern?*

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

People living in the West more likely to be happier because of better standard of living and the economic situation; larger accommodation space reducing conflicts / problems in families; closeness of figures suggesting further convergence in future; individual student's perception regarding demographic figures: more job / leisure opportunities in densely populated areas and vice versa; a more multicultural approach in areas with higher number of immigrants.

- *Was wissen Sie über das Leben in Ostdeutschland vor und nach der Wende?*

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

Reference to various aspects of the GDR's communist past (totalitarian regime, Stasi, five year plan, economic situation, lack of freedom of speech or movement etc); events leading up to peaceful revolution and reunification; solidarity tax; difficulties of growing together; continuing 'wall' in people's minds; 'Ostalgie'.

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 e.g. sich interessieren für;
 object pronouns;
 complex adjectival phrases e.g. die in Hamburg veröffentlichte Studie;
 adjectival and masculine weak nouns.

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