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# **GCE AS MARKING SCHEME**

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**SUMMER 2024**

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

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## About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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## WJEC GCE AS GERMAN

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

#### SUMMER 2024 MARK SCHEME

#### Principles of Marking

##### Conduct of the Speaking Assessment

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

##### General Advice for Examiners

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

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

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

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

##### Banded mark schemes (Speaking)

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

##### Stage 1 – Deciding on the band

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

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

## Stage 2 – Deciding on the mark

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

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

When marking you should record a mark for each AO.

## UNIT 1

### Speaking assessment – mark allocation

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

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

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

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

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

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

## Card A1 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *Schultüten in Deutschland*. 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 sind Schultüten mit Süßigkeiten zum Schulanfang beliebt.

### Meinung B

- Viele Deutsche finden Schultüten nicht gut.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• Most German children have a “Schultüte” when they start primary school.</li><li>• This tradition offers a good photo opportunity.</li><li>• The sweets will cheer up primary school children on their first school day.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• A number of German parents think that this tradition is out- dated.</li><li>• They think that sweets are detrimental to their children’s health.</li><li>• They think that a “Schultüte” is a waste of money.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A2 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *die Rolle, die traditionelles Weihnachtsgebäck in deutschsprachigen Ländern spielt*. 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

- Traditionelles Weihnachtsgebäck wie z.B. Stollen oder Lebkuchen ist nicht mehr populär in deutschsprachigen Ländern.

### Meinung B

- Traditionelles Weihnachtsgebäck ist noch sehr beliebt in deutschsprachigen Ländern.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• A number of German-speaking people avoid traditional Christmas bakery items because of their high sugar content.</li><li>• Some people in German-speaking countries do not celebrate Christmas and do not follow Christmas traditions.</li><li>• Christmas bakery items tend to be fairly expensive.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• A number of German-speaking people enjoy baking Christmas cookies.</li><li>• Traditional Christmas bakery items are very popular on Christmas markets in German-speaking countries.</li><li>• Most German-speaking people follow the Christmas traditions they have grown up with.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A3 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *Dialekte in Deutschland*. 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

- Dialekte sind noch wichtig in deutschsprachigen Regionen.

### Meinung B

- Dialekte sind nicht mehr wichtig in deutschsprachigen Regionen.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• Dialects give the speakers a sense of belonging to a region.</li><li>• They are part of a speaker's identity.</li><li>• In many German-speaking regions efforts are made to increase the numbers of speakers.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• Some people deem dialects as unsophisticated.</li><li>• They prefer standard language.</li><li>• They believe they have more chances in life if they do not speak a dialect.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A4 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *die Rolle von Musik 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

- Musik in deutschsprachigen Ländern ist uninteressant.

### Meinung B

- Musik in deutschsprachigen Ländern ist sehr interessant.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• Music from German-speaking countries rarely gets into the charts.</li><li>• Most radio stations prefer international to German music.</li><li>• Classical German music is seen to be old-fashioned and difficult to understand.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• There is a wealth of German music: pop, hip hop, classical music etc.</li><li>• Classical German music is played in concerts all over the world.</li><li>• Classical German music is frequently used for stress management.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A5 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *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

- Durch deutschsprachige Filme lernt man sehr viel.

### Meinung B

- Durch deutschsprachige Filme lernt man nicht viel.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• You can learn about Germany's past through watching German-language films.</li><li>• German-language films reflect German culture.</li><li>• German-language films reflect the German way of thinking and German humour.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• The majority of award-winning German films do not go beyond reflecting Germany's dark past.</li><li>• A number of German-language films tackle familiar problems.</li><li>• Other German-language films just intend to entertain and thus have no educational value.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions only</b> and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card A6 – Understanding the German-speaking world

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

Hier unten siehst du zwei Meinungen über *die Bedeutung von deutschsprachiger Literatur*. 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 Literatur ist nicht unterhaltsam.

### Meinung B

- Deutschsprachige Literatur ist sehr unterhaltsam.

<b>AO4</b>	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p><b>Opinion A</b></p> <ul style="list-style-type: none"><li>• German literature often merely reflects life and culture in German-speaking countries without being entertaining.</li><li>• German literature tends to approach serious topics.</li><li>• German classical literature requires a high degree of concentration on the reader's part.</li></ul> <p><b>Opinion B</b></p> <ul style="list-style-type: none"><li>• There is subtle humour in German literature.</li><li>• German detective stories from different areas of Germany are very entertaining.</li><li>• It is interesting to read German literature which reflects Germany's past.</li></ul> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card B1 – Being a young person in German-speaking society

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

### *Eltern und Kinder*

Manche Eltern machen sich Sorgen, wenn ihre Tochter einen Freund hat. Sie haben große Angst, dass sie zu früh Großeltern werden könnten oder dass die Beziehung einen negativen Einfluss auf die Bildung und Zukunft des Kindes haben könnte. Andere Eltern vertrauen ihren Töchtern und freuen sich sehr für sie.

49 words

<https://www.elternwissen.com/forum/beitraege/erziehung-und-entwicklung/hilfe-meine-tochter-hat-ihren-ersten-freund.html>

### Examiner questions

1. Wie unterschiedlich reagieren Eltern, wenn die Tochter einen Freund hat?
2. Was könnte passieren, wenn ein Mädchen einen Freund hat?
3. Wie findest du es, wenn Jugendliche früh eine Beziehung haben?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. Some parents worry, others are glad for their daughter.</li><li>2. They might get pregnant or lose out on their education.</li><li>3. Candidates give their own view on the topic.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card B2 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *deutsche Au-pairs im Ausland*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

### *Au-pair*

Deutsche Schüler, die auf preiswerte Art und Weise ein Land kennenlernen wollen, gehen als Au-pair für ein Jahr ins Ausland. Sie leben bei einer Familie, der sie bei den alltäglichen Aufgaben helfen, so z.B. bei der Kinderbetreuung. Sie bekommen ein Taschengeld und haben auch ein Recht auf Freizeit.

49 words

[www.uniturm.de/magazin/abi-und-dann/au-pair-fremdsprachen-lernen-mal-anders-1442](http://www.uniturm.de/magazin/abi-und-dann/au-pair-fremdsprachen-lernen-mal-anders-1442)

### Examiner Questions

1. Wie lernen viele deutsche Schüler ein fremdes Land kennen?
2. Welche Arrangements gibt es zwischen der Familie und den Au-Pairs?
3. Wie denkst du über diese Art, neue Erfahrungen zu sammeln?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. They live as Au-Pair with a foreign family.</li><li>2. They help the family with daily routine tasks, get pocket money and have a right to spend free time on their own.</li><li>3. Candidates will give their opinion on advantages and disadvantages of this type of travel.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>.</u> <u>Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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## Card B3 – Being a young person in German-speaking society

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

### Digitalisierung in deutschen Schulen

Im Vergleich zu anderen Ländern gibt es in deutschen Schulen nur wenige Computer. Während des digitalen Unterrichts fühlen sich Schüler sehr unsicher, weil die Lehrer nicht immer die technischen Fähigkeiten haben, ihnen zu helfen. Eine digitale Interaktion mit Lehrern und Mitschülern über Schulaufgaben ist nicht immer möglich, auch sind digitale Lernaufgaben eher selten.

50 words

[www.e-recht24.de/news/sonstige/12358-schulen-mangelhaft-digitalisierung.html](http://www.e-recht24.de/news/sonstige/12358-schulen-mangelhaft-digitalisierung.html)

### Examiner questions

1. Wie sieht es mit der Digitalisierung in deutschen Schulen aus?
2. Wie ist die Situation für Schüler im digitalen Unterricht?
3. Wie wichtig findest du das Internet für die Bildung?

<b>AO4</b>	<p>The candidate must cover all three prompts.</p> <ol style="list-style-type: none"><li>1. There is a lack of computers, teachers are not trained to use IT.</li><li>2. Students feel insecure, no digital interaction, hardly any digital tasks.</li><li>3. Candidates give their opinions on the importance of the internet for education.</li></ol> <p><u>The above points are <b>suggestions</b> only and are <b>not exhaustive</b>. Reward will be given for <b>all relevant points</b> argued by the candidate.</u></p>
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