



A-level
GERMAN
7662/3T/3V

Paper 3 Speaking

Mark scheme

June 2024

Version: 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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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, ie 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.

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.

Assessment Objective 4

For part 2 of the NEA, students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken this will affect the marks that can be awarded under AO4. Examiners will assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

Further guidance on the choice of a suitable IRP title is available in our [Teaching Guide](#) and from our IRP advisers.

| DISCUSSION OF SUB-THEME | |
|--|--|
| Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction. | |
| 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: Understand and respond in speech to written language drawn from a variety of sources. | |
| 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: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure. | |
| 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 eg *sich interessieren für*
 object pronouns;
 complex adjectival phrases eg *die in Hamburg veröffentlichte Studie*
 adjectival and masculine weak nouns.

| DISCUSSION OF SUB-THEME | |
|---|---|
| Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | |
| Mark | Descriptors |
| 5 | 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. |
| 4 | 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. |
| 3 | 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. |
| 2 | 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. |
| 1 | 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. |
| 0 | Nothing in the performance is worthy of a mark. |

The following indicative content is provided as examples.

Possible content

Karte A: Grünes Licht für die Homo-Ehe in der Schweiz

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 the three questions:

- *Was hat sich in der Schweiz verändert?*

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

- law change to allow same-sex marriage
- high vote for the change in law after a referendum in Switzerland
- reference to the demonstration in 2020
- what the change in law means for couples and children
- reference to the difference between the German-speaking countries.

- *Wie denken Sie über diese Entwicklung?*

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

- personal opinion about same-sex marriage and adoption rights for gay/lesbian couples
- why some people may be against these
- possible reasons why legalisation of same-sex marriage has taken longer in Switzerland
- possible effects this change will have for children in *Regenbogenfamilien*.

- *Welche Familientrends sieht man 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:

- knowledge acquired from studying the sub-theme
- pressures on families to combine work with family life
- divorce rates and later marriage
- increased need for and the cost of good child care.

Possible content

Karte B: Mehr Respekt im digitalen Raum

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 the three questions:

- *Was ist die Initiative „Digitale Empathie“?*

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

- an initiative to promote respect for one another on the internet
- increased incidents of cyber bullying and hate speech
- an online platform offering advice and help to young people affected by cyber bullying
- reference to the quotes by L. Pohland and A. Schultze.

- *Wie denken Sie über diese Initiative?*

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

- the danger that cyber bullying presents for young people's mental health
- the importance of following rules of social behaviour in social media
- the influence that hate speech on the net can have on some people's attitudes and behaviour
- how effective this initiative and campaign can be.

- *Welche Bedeutung spielen die digitalen Medien 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:

- knowledge gained from studying the sub-theme
- the popularity of social media
- the need to improve digital infrastructure in Germany
- the so-called *Digitalpakt* to provide schools with up-to-date digital resources
- the problem of computer/video game addiction among children and teenagers.

Possible content**Karte C: Vielfalt in der Welt der Mode****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 the three questions:

- *Was hat sich in der Modeindustrie in den letzten Jahren verändert?*

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

- more models of different age, size and ethnicity
- reference to the images and the statements in the speech bubbles
- fashion being important for older people too
- 50% of women wearing larger size clothes
- still some problems for models with dark skin.

- *Halten Sie diese Entwicklung für positiv? Warum (nicht)?*

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

- the importance of the fashion industry reflecting the whole society
- the dangers of showing only slim or size zero models
- whether fashion brands only pay lip service to diversity by using a few older, larger and non-white models.

- *Welche Rolle spielt Mode für Jugendliche 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:

- knowledge acquired from studying the sub-theme
- the popularity of designer brands/labels among young people
- increased ecological awareness when buying clothes
- lack of school uniform leading to competition among students.

Possible content

Karte D: Weihnachten ohne Einsamkeit

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 the three questions:

- *Worum geht es bei ‚Keiner Bleibt Allein‘?*

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

- initiative for bringing two lonely people together at Christmas
- using social media
- participation free of charge
- meeting before Christmas recommended
- reference to the statements in the speech bubbles.

- *Wie denken Sie über diese Initiative?*

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

- being together with others is especially important at Christmas
- whether social media is accessible for older people
- the possibility of not getting on with the other person
- increased number of single and old people making loneliness more widespread.

- *Was wissen Sie über Weihnachtstraditionen 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:

- knowledge gained from studying the sub-theme
- advent customs, *St. Nikolaus* and Christmas markets
- celebrating Christmas in the evening of 24th December
- importance of church services, nativity plays, *Weihnachtslieder*
- food and drink associated with Christmas.

Possible content

Karte E: Ein Muss für Kunstliebhaber

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 the three questions:

- *Was erfährt man hier über das sogenannte Kunstareal in München?*

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

- three art galleries in close proximity in Munich
- art from different epochs in each, from 14th century to present day
- free admission for all on Sundays and every day for under 18s
- other areas of work being undertaken by the *Pinakotheken* such as research and restoration.
- *Welche dieser Kunstsammlungen würden Sie am liebsten besuchen? Warum?*

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

- personal opinion of visits to art galleries
- preferences on art from different eras and styles
- views on the style of building in the photos
- the benefits of offering free entrance on Sundays and every day for under 18s.
- *Was wissen Sie über bedeutende Kunstwerke 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:

- knowledge gained from studying the sub-theme
- prominent artists from past and present eg A. Dürer, C.D. Friedrich, G. Klimt, K. Kollwitz, G. Richter
- the importance of art movements such as *Die Brücke*, *Der blaue Reiter*
- personal visits to art galleries/museums in a German-speaking country.

Possible content

Karte F: Ein Schloss für die Kulturen der Welt

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 the three questions:

- *Was bietet das Humboldt-Forum in Berlin?*

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

- Humboldt Forum in the recently rebuilt *Stadtschloss*
- photos showing the traditional and modern facades
- reference to some of the exhibitions inside eg Asian art, Berlin Global
- the aim of the forum to be a place for increasing knowledge about world cultures
- the opportunities to share ideas about current worldwide problems.

- *Würden Sie diese Sehenswürdigkeit gern besuchen? Warum (nicht)?*

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

- personal views about visiting museums
- the importance of insight into other cultures
- whether the Humboldt Forum will be attractive to young people.

- *Wie vielfältig ist das Kulturleben 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:

- knowledge gained from studying the sub-theme
- the variety of museums and art galleries
- concert venues for different music genres
- the variety of food from many countries and regions.

Possible content

Karte G: Zuwanderung nach Österreich

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 the three questions:

- *Was ist die „Rot-Weiß-Rot-Karte“?*

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

- a points-based system to regulate immigration from non-EU countries (except Switzerland)
- valid for two years
- meant for highly qualified people and for areas of employment with a lack of workers
- the criteria for allocating points ranging from qualifications to age
- an additional provision for allowing family members to settle in Austria.

- *Was halten Sie von diesem System?*

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

- the need for governments to control immigration
- doubt whether the system can be entirely fair
- the reason why immigration is necessary for some areas of the economy and the service sector
- the ethical issue of bringing in doctors and nurses from developing countries.

- *Was wissen Sie im Allgemeinen über Einwanderung nach Deutschland, Österreich oder in die 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:

- immigration of *Gastarbeiter* during the 50s and 60s
- immigration in the 1990s from the former Soviet Union
- the recent waves of refugees and asylum seekers
- reasons for Germany, Austria and Switzerland being attractive countries for immigrants
- positive contributions of immigrants to the culture and economy.

Possible content

Karte H: Vorbilder für Solidarität und Menschlichkeit

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 the three questions:

- *Um welchen besonderen Preis geht es hier?*

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

- a prize for special achievements in promoting integration
- given by the federal government, but also in some towns and *Bundesländer*
- for individual people, organisations or special initiatives
- substantial sums of money awarded
- reference to some of the recipients in the past years.
- *Wie wichtig ist Ihrer Meinung nach ein solcher Preis?*

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

- the importance of immigrants being helped to integrate into society
- reference to W. Kretschmann's statement that diversity is a part of our country
- helping women refugees and young people is especially important.
- *Was wissen Sie über Maßnahmen zur Förderung von Integration 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:

- knowledge acquired from studying the sub-theme
- integration classes at schools and schemes to help young immigrants into training and employment
- availability of language classes
- various sports projects to promote integration
- cultural and religious events to bring communities together.

Possible content

Karte I: Wege aus dem Rechtsextremismus

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 the three questions:

- *Was möchte das Projekt „U-Turn“ erreichen?*

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

- a project to combat far-right tendencies
- protect young people from all forms of radicalisation
- support people who want to leave the far-right scene
- convey democratic values
- reference to some of the activities eg school workshops, podium discussions.

- *Halten Sie ein solches Projekt für sinnvoll? Warum (nicht)?*

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

- the danger posed to society from extremism
- the importance of working with and for young people
- the need to instil democratic values
- possible doubts about the efficacy of such an initiative.

- *Wie groß ist das Problem des Rechtsextremismus 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:

- knowledge acquired from studying the sub-theme
- examples of attacks by far-right extremists/Neo-Nazis
- anti-racist demonstrations in many cities
- the debate about the AfD nurturing racist and far-right views.

Possible content

Karte J: Studieren in 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 the three questions:

- *Was ist „Erasmus“?*

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

- an EU programme for university students to study or do work experience in another EU country
- the number of German students who have participated since its beginning in 1987
- facilitating cultural exchange between people from different nations
- opportunities for improving foreign language skills
- increased chances in the job market from studying abroad.

- *Wie denken Sie über dieses Programm?*

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

- appreciation of the benefits of spending time abroad while studying
- comment on Jakob's statement about a united Europe
- the popularity of Erasmus among German students demonstrating the value of the programme
- possible difficulties for students during their Erasmus time.

- *Welche Rolle spielt Deutschland innerhalb der EU?*

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:

- central role of the country due to its population size
- the traditional partnership with France as a driving force for the EU
- Germany as a major financial contributor due to its economic strength
- difficulty of realising some of Germany's initiatives eg a common EU refugee policy.

Possible content**Karte K: Wahlrecht ab 16?****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 the three questions:

- *Was besprechen Politiker in Deutschland zurzeit? Warum?*

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

- discussions in the German parliament about a general reduction of the voting age
- a way of helping young people to identify with democracy
- securing greater attention among politicians for the concerns of the younger generation
- the argument that young people should have a say in decisions about their future
- some valid arguments against allowing 16-year-olds to vote.

- *Wie stehen Sie zu diesem Thema?*

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

- personal view about voting at a younger age
- doubt whether there is sufficient interest
- the issue of young people being influenced by social media
- the younger generation being most affected by the problems of the future, eg climate change.

- *Wie groß ist das politische Interesse der 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:

- knowledge acquired through studying the sub-theme
- the existence of youth parliaments
- observations from personal visits
- attitudes to Europe among young people
- 'Fridays for Future' demonstrations in German, Austrian and Swiss cities.

Possible content

Karte L: Von Ost nach West – und zurück

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 the three questions:

- *Welche Veränderung wird hier beschrieben?*

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

- many people leaving East Germany after reunification
- mainly young adults and highly qualified people
- reduced job opportunities and lower wages in the East as the main reasons
- since 2017 more people moving from West to East Germany
- better job opportunities and popular universities in the East.

- *Würden Sie persönlich Ihre Heimat verlassen? Warum (nicht)?*

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

- opportunities and challenges of moving to a new location
- missing the support from family and friends
- the overriding need to find employment
- different strength of personal emotional ties to one's home town.

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

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:

- knowledge acquired through studying the sub-theme
- aspects of life in the GDR eg surveillance by Stasi, lack of personal freedoms
- positive and negative consequences of changing from a socialist to a capitalist economy
- getting familiar with a democratic system and democratic values
- the emergence of the 'Ostalgie' phenomenon.

| PRESENTATION OF INDIVIDUAL RESEARCH PROJECT | |
|---|--|
| Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | |
| 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. |

Notes

The IRP presentation must relate to a country or countries where the target language is spoken. AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's presentation does not consistently relate to a country where the target language is spoken, assess the performance as if there was not an issue, arrive at a mark and then move to the next band down.

| DISCUSSION OF INDIVIDUAL RESEARCH PROJECT | |
|--|--|
| Assessment Objective 1: Understand and respond in speech to spoken language including face-to-face interaction. | |
| 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: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure. | |
| 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 eg *sich interessieren für*

object pronouns

complex adjectival phrases eg *die in Hamburg veröffentlichte Studie*

adjectival and masculine weak nouns.

| DISCUSSION OF INDIVIDUAL RESEARCH PROJECT | |
|---|--|
| Assessment Objective 4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. | |
| Mark | Descriptors |
| 9–10 | Excellent critical and analytical response 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. |
| 7–8 | Good critical and analytical response 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. |
| 5–6 | Reasonable critical and analytical response 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. |
| 3–4 | Limited critical and analytical response 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. |
| 1–2 | Very limited critical and analytical response 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. |
| 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.

AO4 assesses knowledge and understanding of, and critical and analytical response to, different aspects of the culture and society of countries/communities where the language is spoken.

If a student's discussion does not consistently relate to a country where the target language is spoken, assess the performance as if the content was appropriate and then move down to the equivalent mark in the next band.

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 a confident and 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.