

**AS**  
**GERMAN**  
**7661/3T/3V**

Paper 3 Speaking

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**Mark scheme**

June 2024

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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](http://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.

A performance which contains nothing of relevance to the question must be awarded no marks.

Each assessment objective should be assessed independently.

The mark scheme will be applied twice, once for the topic discussion on the first stimulus card and once for the topic discussion on the second stimulus card.

Thus for the NEA in speaking as a whole the marks allocated to AOs are as follows:

<b>AOs</b>	<b>CARD 1</b>	<b>CARD 2</b>	<b>TOTAL</b>
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

### **Students asking questions**

During the discussion on each stimulus card students are required to ask a question – thus 2 questions across the test as a whole – arising from the content of the stimulus card and our instructions to candidates on the front of each card will direct them to consider possible questions in their preparation time. In each case this question will require only a brief response on the part of the examiner.

As the asking of questions is linked directly to interpreting and responding to the information on the stimulus card we have rewarded this under Assessment Objective 2.

If the student fails to formulate a question arising from the content of the stimulus card, whatever mark in the AO2 grid the examiner awards will be reduced by 1 mark, thus taking the student's mark for AO2 down to the next band. For example, if the examiner would have awarded a mark of 4, he/she would reduce that to a mark of 3 if the student had not asked a question arising from the material on the card.

To meet the requirement to ask a question, a student must seek information or opinion. Asking for repetition or clarification will not meet the requirement. The student's question must contain a conjugated verb. Re-phrasing or repetition of the printed questions will not meet the requirement.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 1
Mark	Descriptors	
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.	
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.	
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.	
2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.	
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.	
0	Nothing in the performance is worthy of a mark.	

### Notes

The pace of delivery refers to the hesitation and pauses that 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 – SUB-THEME 1 AND SUB-THEME 2		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.	

### Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9–10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7–8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5–6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3–4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1–2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. 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;  
 prepositions with a non-literal meaning eg sich interessieren für;  
 object pronouns;  
 adjectival and masculine weak nouns.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 4
Mark	Descriptors	
9–10	<p><b>Very good critical response</b></p> <p>Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
7–8	<p><b>Good critical response</b></p> <p>Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
5–6	<p><b>Reasonable critical response</b></p> <p>Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
3–4	<p><b>Limited critical response</b></p> <p>Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
1–2	<p><b>Very limited critical response</b></p> <p>Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.</p>	
0	Nothing in the performance is worthy of a mark	

The following indicative content is provided as examples.

### **Possible content**

#### **Karte A: Eine Familie für jedes Kind**

##### **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 ein „SOS-Kinderdorf“?*

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

- an institution for children who cannot live with their parents
- founded in Austria approximately 75 years ago
- individual houses where up to six children live with a 'mother' or 'father'
- providing a stable and loving home
- the aim to give better life chances to disadvantaged children.

- *Wie denken Sie über diese Einrichtung?*

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 children experiencing a secure and loving family life
- living in a small family unit preferable to being in a children's home
- potential conflicts arising in the family group
- difficulty of finding suitable 'mothers' and 'fathers'.

- *Wie hat sich die Familie in den deutschsprachigen Ländern in den letzten Jahren verändert?*

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:

- trend to start a family at an older age
- high divorce rate and the impact on children
- increased number of single parent families, *Patchwork-* and *Regenbogenfamilien*
- the enduring pressures on women to combine work and family
- marriage of same-sex couples now legal in all German-speaking countries.

## Possible content

### Karte B: Bikulturelle Partnerschaft

#### 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 bikulturelle Partnerschaften in Deutschland?*

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

- an increasing number of couples in Germany where the partners come from different cultures
  - opportunities to gain insight into a different culture and way of thinking
  - possible difficulties eg difference in language, religion, values
  - the importance of being understanding and patient with each other
  - the importance of communicating and getting to know the other culture and language.
- *Welche der hier genannten Schwierigkeiten halten Sie für die größten? Warum?*

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

- personal view on what may be the biggest problems to overcome
  - the difficulty of changing or adapting potentially strict religious beliefs and values
  - impact on children if both parents have different ideas of raising children.
- *Was sind heutzutage wichtige Themen für Familien 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:

- balancing work with family life
- financial pressures, eg housing costs, rising food prices, providing for children
- the availability and affordability of child care
- outside influences on children/teenagers eg fashion, social media.

**Possible content****Karte C: Die digitalen Engel****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:**

- *Wie hilft man Senioren mit der digitalen Technologie?*

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

- the reasons why elderly people need help with technology
- help with data protection
- contact with young people
- protection against fraud/hackers.

- *Wie können ältere und jüngere Menschen von solchen Initiativen profitieren?*

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

- an opinion about the advantages of this type of service
- a means to combat loneliness
- the importance of protecting senior citizens from fraud
- participation in the outside world.

- *Wie entwickelt sich die Digitalisierung 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
- the need for updating mobile networks in Germany
- debate around the lack of digital facilities in schools
- observations from visits to German-speaking countries.

**Possible content****Karte D: Das Smartphone – im täglichen Leben immer dabei****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 die Nutzung von Smartphones in Deutschland?*

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

- smartphones dominating many areas of daily life
  - examples such as leisure and entertainment, work, banking
  - reference to the table showing the most popular apps in different age groups
  - smartphones being an important link to the outside world for older people
  - parental concern about the extensive time spent by children on the smartphone.
- 
- *Wie denken Sie über die Aussage von Phillip?*

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

- view that many young people are addicted to their phone
  - what effects this can have
  - personal use of the phone and whether the statement applies to the student.
- 
- *Wie wichtig sind digitale Medien 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
- which apps, YouTube stars etc are popular
- observations from visits to German-speaking countries
- measures by the government to protect children and teenagers from online abuse.

**Possible content****Karte E: Wer wird die beste Schülerband?****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 „SchoolJam“?*

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

- a competition for school bands, held since 2002
- wide variety of music and types of performers
- participation free of charge
- the declared aim to promote music making at schools
- winners given the opportunity to perform at summer festivals.

- *Wie denken Sie über dieses Projekt?*

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 music as part of school education
- the benefits of learning/playing an instrument and playing with other people
- the possibility that success in this competition could raise false hopes of a career in music
- personal experiences with being involved in music.

- *Welche Rolle spielt Musik bei Jugendlichen 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:

- the popularity of certain groups and artists
- visits to music festivals
- the role of *Musikschulen* in the community
- how young people in DACH buy music.

**Possible content****Karte F: Dating-Shows: Flirten, streiten, sich verlieben****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 Dating-Shows im deutschen Fernsehen?*

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

- many dating shows on German television
- mainly on the commercial channels
- sometimes large sums of money to be won
- a recent addition: a dating show for gay men
- some critical views about these shows.

- *Wie denken Sie über solche Sendungen?*

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

- personal positive or negative opinions about dating shows
- some contestants seeking money and fame rather than love
- rather similar formats in most of the shows
- creating false hopes of finding the 'dream' partner.

- *Welche Rolle spielt das Fernsehen bei Jugendlichen 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
- popular programmes among young people
- the increased use of streaming platforms, *Mediathek*, Netflix etc
- observations from visits to a German-speaking country.

**Possible content****Karte G: Das „Sechseläuten“ – ein Schweizer Volksfest****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 „Sechseläuten“?*

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

- a two-day spring festival in Zürich
  - the children's parade on Sunday with costumes from all over the world
  - big parade with uniforms and traditional costumes on Monday
  - the burning of the snowman symbolising winter
  - commemorating the military history of the city.
- 
- *Sollte man Ihrer Meinung nach solche alten Feste noch feiern? Warum (nicht)?*

This question invites the student to evaluate the information on the card and to express opinions. This knowledge can relate to any German-speaking country. Thoughtful and developed answers could include:

- the importance of tradition for cultural identity
  - the need to preserve history for future generations
  - the potential for economic benefits
  - strengthening the feeling of community
  - traditional festivals becoming less relevant for young people.
- 
- *Was wissen Sie über andere Volksfeste im deutschsprachigen Raum?*

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:

- examples of traditional festivals that are celebrated throughout Germany, Austria and Switzerland such as *Fasching*, *Fastnacht* and *Karneval*
- knowledge of regional/local festivals eg *Oktoberfest*, *Kirchweih*
- new traditions such as Halloween.

**Possible content****Karte H: Wachauer Volksfest****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 kann man bei diesem österreichischen Fest erleben?*

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

- a reference to the entertainment eg spectacular rides, music
- fireworks with music
- reference to the information display by the Austrian army and the football matches
- different gastronomy as well as beer and regional wines.

- *Würden Sie dieses Fest 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 the attractions on offer
- comment on the different types of food
- possible problems with such big festivals eg excessive alcohol consumption, personal safety.

- *Wie wichtig sind regionale Feste 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
- regional festivals as an expression of cultural identity
- the importance of such festivals for the local economy
- regional/local festivals as a means of bringing communities together.

**Possible content****Karte I: Ein neuer Stadtteil in Hamburg****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:**

- *Wie verändert sich die Stadt Hamburg zurzeit?*

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

- a new district being built, the *Hafencity*, on the site of the old city port
- modern architecture with ecological construction
- residential and commercial units, as well as many parks and open spaces
- opportunities for leisure and culture
- reference to the positive and critical statements.

- *Würden Sie gerne in der Hafencity wohnen? 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 view about living in a modern building
- the attraction of living near the river
- the probability of very high housing cost
- the importance of considering ecological aspects in new buildings.

- *Was wissen Sie über Architektur 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
- examples of famous historical buildings eg cathedrals, castles, palaces
- preserving old architecture in many towns
- examples of modern architecture.

**Possible content****Karte J: Kunst-Workshops für alle****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 „ArtNight“?*

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

- art workshops in over 35 German towns
- held in bars and restaurants
- for every level of painting experience and ability
- led by professional artists
- online workshops also available.

- *Wie denken Sie über dieses Projekt?*

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

- the advantage of a relaxed atmosphere
- the personal satisfaction of creating your own work of art
- meeting other people as an additional benefit
- what kinds of people these workshops may appeal to.

- *Was wissen Sie über Künstler und Künstlerinnen im deutschsprachigen Raum?*

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 K: Geschichte im Bunker****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 „Berlin Story Museum“?*

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

- a museum housed in an air raid bunker from the 2nd World War
- 800 years of Berlin history
- reference to the pictures
- an audio guide in 10 different languages
- some important themes that are relevant to Berlin eg liberty.
- *Würden Sie dieses Museum 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 opinion about historical museums
- whether a visitor to Berlin should have some knowledge about the city's history
- the advantage of multi-lingual audio guides
- the importance of liberty and energy for a city like Berlin
- comment on Manuel's statement.
- *Was wissen Sie über andere Sehenswürdigkeiten 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 acquired through studying the sub-theme
- popular attractions such as the *Reichstag, Museumsinsel, East Side Gallery*
- personal experiences from visiting Berlin.

## Possible content

### Karte L: Das Zentrum der Berliner Klubszene

#### 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:

- *Warum ist das „Berghain“ eine Attraktion für Musik-Fans?*

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

- *Berghain* – one of the best known and largest techno clubs in the world
- large former industrial building with four floors and room for up to 1500 visitors
- now also playing world music as well as techno music
- information about entrance fee and opening hours (dancing through the night at weekends)
- repeated reports about drug consumption in the club.
- *Würden Sie diesen Klub 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 preferences for types of music clubs
- why strict entrance controls are necessary
- possible reasons for the ban on taking photos and videos
- the risk of being exposed to drug consumption among revellers.
- *Inwiefern bietet Berlin etwas für alle Altersstufen?*

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 from studying the sub-theme
- the wide range of museums and galleries for people
- educational/historical sites such as *Mauermuseum, Holocaust-Denkmal, Stasi-Museum*
- the variety of cuisine on offer in the city.