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GERMAN – A level component 1

CARDS 1–12

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GERMAN – A level component 1

CARD 1

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Germany or German-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 1 – Being a young person in German-speaking society

Frauen verdienen weniger als Männer



Seit Jahrzehnten ein Thema, noch immer nicht gelöst: Frauen verdienen weniger als Männer. Manche meinen, Frauen machen das freiwillig, aber andere glauben an das Motto „gleicher Lohn für gleiche Arbeit".

Diskussionspunkt:

Es ist furchtbar, dass Frauen immer noch weniger als Männer verdienen.

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GERMAN – A level component 1

CARD 2

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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This paper carries 60 marks:
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- Task 2 – Theme-based discussion 20 marks.

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Card 2 – Understanding the German-speaking world

Musikveranstaltungen



Open-Air-Konzerte sind im Sommer sehr populär. Fast 30 Millionen Menschen haben in den letzten Monaten ein Live-Event besucht. Rock ist die beliebteste Musikrichtung. Aber immer mehr Fans ärgern sich über hohe Preise.

Diskussionspunkt:

Musikveranstaltungen sind zu teuer in den deutschsprachigen Ländern.

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GERMAN – A level component 1

CARD 3

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 3 – Diversity and difference

Einwanderung in die Schweiz



80% der zwei Millionen Ausländer, die in der Schweiz leben, stammen aus europäischen Ländern. Nicht erstaunlich ist, dass Personen besonders aus Italien, Deutschland und Frankreich in die Schweiz umziehen wollen.

Diskussionspunkt:

Einwanderung in die Schweiz ist besonders praktisch für die Europäer, die eine der schweizerischen Muttersprachen sprechen.

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CARD 4

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 4 – The making of modern Germany: 1989 onwards

Die Leipziger Montagsdemonstrationen



Montags im September und Oktober 1989 versammelten sich Tausende in der Nikolaikirche in Leipzig, in der seit 1981 regelmäßig Friedensgebete stattfanden. Sie riefen „Wir sind das Volk“ und forderten Meinungsfreiheit.

Diskussionspunkt:

Die Leipziger Montagsdemonstrationen haben die wichtigste Rolle im Fall der Berliner Mauer gespielt.

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GERMAN – A level component 1

CARD 5

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about Germany or German-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme**.

During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 5 – Being a young person in German-speaking society

Mode – mehr als Kleidung



Einkaufen ist für viele Jugendliche zum „Hype" geworden. Bei manchen Modegeschäftseröffnungen in Deutschland sieht man Hysterie wie bei Popkonzerten. Marken verkaufen mehr als nur Kleidung: Sie suggerieren einen gewissen Lifestyle.

Diskussionspunkt:

Deutsche Jugendliche finden es wichtig, Designer Klamotten zu kaufen.

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GERMAN – A level component 1

CARD 6

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 6 – Understanding the German-speaking world

Das Holocaust-Mahnmal



Holocaust-Mahnmal Architekt Peter Eisenman sagte, er wolle eine täglich präsente, öffentliche Erinnerung an den Holocaust für die Deutschen machen. Etwas, das ganz normale Bürger besuchen können, ohne sich schuldig zu fühlen.

Diskussionspunkt:

Historische Denkmäler sind besonders wichtig in Deutschland und Österreich.

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GERMAN – A level component 1

CARD 7

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 7 – Diversity and difference

Diskriminierung im alltäglichen Leben



Laut einem Experiment an 30 deutschen Bahnhöfen bekommt eine hellhäutige Frau ohne Kopftuch häufiger Unterstützung als eine Frau mit Hidschab. Der Alltag kann schwieriger für diejenigen sein, die erkennbar Muslime/Musliminnen sind.

Diskussionspunkt:

Diskriminierung im alltäglichen Leben ist besonders für Muslime/Musliminnen ein Problem in deutschsprachigen Ländern.

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GERMAN – A level component 1

CARD 8

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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INFORMATION FOR CANDIDATES

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Card 8 – The making of modern Germany: 1989 onwards

Privatisierung der ostdeutschen Wirtschaft



Die „Treuhand“ war die staatliche Privatisierungsorganisation in der Transformation Ostdeutschlands von der Plan- zur Marktwirtschaft. Die Organisation wurde kritisiert. Manche sagten, die Privatisierung war zu schnell, brutal und verursachte Massenarbeitslosigkeit.

Diskussionspunkt:

Massenprivatisierung der ostdeutschen Wirtschaft war nötig.

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GERMAN – A level component 1

CARD 9

INSTRUCTIONS TO CANDIDATES

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Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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INFORMATION FOR CANDIDATES

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Card 9 – Being a young person in German-speaking society

Gruppenzwang in der Schule



Laut einer Schulumfrage zum Thema „Erfahrungen mit Gruppenzwang“ sind „Rauchen“ und „Hausaufgaben nicht abgeben“ am häufigsten genannt worden. Viele Jugendliche finden es einfacher sich zu benehmen, wie die anderen wollen.

Diskussionspunkt:

Der Gruppenzwang ist sehr häufig unter deutschsprachigen Jugendlichen zu sehen.

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GERMAN – A level component 1

CARD 10

INSTRUCTIONS TO CANDIDATES

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Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
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INFORMATION FOR CANDIDATES

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- Task 2 – Theme-based discussion 20 marks.

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Card 10 – Understanding the German-speaking world

Die Biergartentradition



Besonders in Bayern und Österreich ist der Biergarten eine wichtige Tradition. Dort trinken Erwachsene eine „Maß“, die ein Liter Bier ist. Kinder mögen „Spezi“, das Mischgetränk aus Cola und Limonade.

Diskussionspunkt:

Die Biergartentradition macht Spaß aber ist vielleicht nicht so gut für die Gesundheit.

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GERMAN – A level component 1

CARD 11

INSTRUCTIONS TO CANDIDATES

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Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

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Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 11 – Diversity and difference

Arbeitsbarrieren für Asylbewerber



Viele Asylbewerber würden gern Deutsch lernen und arbeiten gehen. Doch die Barrieren sind sehr hoch. Ein Asylbewerber bekommt eine Arbeit nur, wenn kein Deutscher oder kein EU-Bürger den Arbeitsplatz will.

Diskussionspunkt:

Asylbewerber wollen arbeiten, aber es ist zu schwierig, einen guten Arbeitsplatz zu bekommen.

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GERMAN – A level component 1

CARD 12

INSTRUCTIONS TO CANDIDATES

This assessment will last 21–23 minutes. As part of the assessment you will be allowed 5 minutes preparation for Task 2, once you have completed Task 1.

Task 1
Presentation of individual research project – **2 minutes**
Discussion based on research topic – **9–10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start Task 1, and hand it to the examiner before you start preparing for Task 2.

Task 2
Theme-based discussion
Stimulus text and questions – **5 minutes preparation in examination room**
Discussion based on stimulus theme and questions – **5–6 minutes**

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During Task 2 you must ask the examiner at least two relevant questions.

INFORMATION FOR CANDIDATES

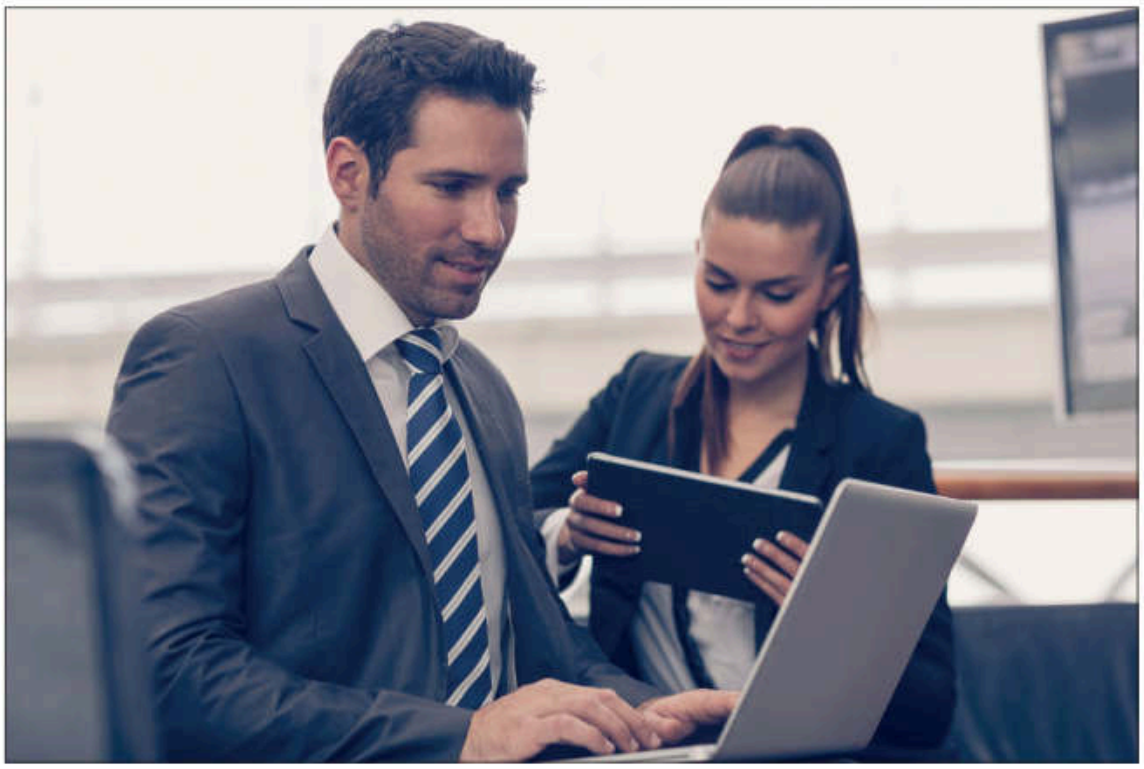
No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:
- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

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Card 12 – The making of modern Germany: 1989 onwards

Wenige Ostdeutsche in Führungspositionen



Viele Ostdeutsche sind oft sehr frustriert, weil sie in Top-Jobs unterrepräsentiert sind. Weil die Wiedervereinigung durch westdeutsche Institutionen organisiert wurde, kam – und blieb – die Führungselite aus den alten Bundesländern.

Diskussionspunkt:

Es ist ein Problem, dass noch immer wenige Ostdeutsche in Führungspositionen sind.

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GERMAN – A level component 1

CARDS 1–12

EXAMINER'S BOOKLET

A820U101E
01

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Card 1 – Being a young person in German-speaking society

Frauen verdienen weniger als Männer

Seit Jahrzehnten ein Thema, noch immer nicht gelöst: Frauen verdienen weniger als Männer. Manche meinen, Frauen machen das freiwillig, aber andere glauben an das Motto „gleicher Lohn für gleiche Arbeit".

The examiner must begin by asking the candidate the following question:

Es ist furchtbar, dass Frauen immer noch weniger als Männer verdienen. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Welche anderen Herausforderungen gibt es für deutschsprachige Berufstätige?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether it is unacceptable that German-speaking women earn less than men • why this might be the case In response to the unseen question the candidate may discuss: • other challenges of working life in German-speaking countries • the negative and positive aspects of work The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 2 – Understanding the German-speaking world

Musikveranstaltungen

Open-Air-Konzerte sind im Sommer sehr populär. Fast 30 Millionen Menschen haben in den letzten Monaten ein Live-Event besucht. Rock ist die beliebteste Musikrichtung. Aber immer mehr Fans ärgern sich über hohe Preise.

The examiner must begin by asking the candidate the following question:

Musikveranstaltungen sind zu teuer in den deutschsprachigen Ländern. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Was für eine Rolle spielt Musik im Leben der deutschsprachigen Jugendlichen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether music concerts are too expensive in German-speaking countries • evidence that people are happy to pay the price In response to the unseen question the candidate may discuss: • how music can contribute to young people's life experiences • their knowledge of German/Austrian/Swiss music The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 3 – Diversity and difference

Einwanderung in die Schweiz

80% der zwei Millionen Ausländer, die in der Schweiz leben, stammen aus europäischen Ländern. Nicht erstaunlich ist, dass Personen besonders aus Italien, Deutschland und Frankreich in die Schweiz umziehen wollen.

The examiner must begin by asking the candidate the following question:

Einwanderung in die Schweiz ist besonders praktisch für die Europäer, die eine der schweizerischen Muttersprachen sprechen. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Wie haben Menschen in den deutschsprachigen Ländern auf die Migration in ihre Regionen reagiert?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the reasons for emigrating to Switzerland • the role of language skills in immigration In response to the unseen question the candidate may discuss: • the negative and positive reactions to immigration in German-speaking countries • the challenges posed by immigration The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 4 – The making of modern Germany: 1989 onwards

Die Leipziger Montagsdemonstrationen

Montags im September und Oktober 1989 versammelten sich Tausende in der Nikolaikirche in Leipzig, in der seit 1981 regelmäßig Friedensgebete stattfanden. Sie riefen „Wir sind das Volk" und forderten Meinungsfreiheit.

The examiner must begin by asking the candidate the following question:

Die Leipziger Montagsdemonstrationen haben die wichtigste Rolle im Fall der Berliner Mauer gespielt. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Inwieweit war es im Oktober 1989 klar, dass die DDR zu Ende kommen würde?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the importance of the Leipzig demonstrations • other factors which led to the fall of the Berlin Wall In response to the unseen question the candidate may discuss: • the impact of events in 1989 • how some did not want the GDR to disappear The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 5 – Being a young person in German-speaking society

Mode – mehr als Kleidung

Einkaufen ist für viele Jugendliche zum „Hype" geworden. Bei manchen Modegeschäftseröffnungen in Deutschland sieht man Hysterie wie bei Popkonzerten. Marken verkaufen mehr als nur Kleidung: Sie suggerieren einen gewissen Lifestyle.

The examiner must begin by asking the candidate the following question:

Deutsche Jugendliche finden es wichtig, Designer Klamotten zu kaufen. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Wie sieht die Zukunft für Mode in deutschsprachigen Ländern aus?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the opening of branded shops in German-speaking countries • why fashion is popular In response to the unseen question the candidate may discuss: • how fashion reflects people's identity • the challenges posed by fashion The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 6 – Understanding the German-speaking World

Das Holocaust-Mahnmal

Holocaust-Mahnmal Architekt Peter Eisenman sagte, er wolle eine täglich präsente, öffentliche Erinnerung an den Holocaust für die Deutschen machen. Etwas, das ganz normale Bürger besuchen können, ohne sich schuldig zu fühlen.

The examiner must begin by asking the candidate the following question:

Historische Denkmäler sind besonders wichtig in Deutschland und Österreich. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Warum sollte der Staat Denkmäler und Museen in deutschsprachigen Ländern finanziell unterstützen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why historical monuments might be especially important in Germany and Austria • what other type of monuments might be popular In response to the unseen question the candidate may discuss: • the state's responsibility to German-speaking countries' heritage • why monuments and museums are important The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 7 – Diversity and difference

Diskriminierung im alltäglichen Leben

Laut einem Experiment an 30 deutschen Bahnhöfen bekommt eine hellhäutige Frau ohne Kopftuch häufiger Unterstützung als eine Frau mit Hidschab. Der Alltag kann schwieriger für diejenigen sein, die erkennbar Muslime/Musliminnen sind.

The examiner must begin by asking the candidate the following question:

Diskriminierung im alltäglichen Leben ist besonders für Muslime/Musliminnen ein Problem in deutschsprachigen Ländern. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Was sollte die Regierung machen, um eine erfolgreiche multikulturelle Gesellschaft in den deutschsprachigen Ländern zu fördern?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how people might be discriminated against in everyday situations • the reasons for racism In response to the unseen question the candidate may discuss: • how the German/Austrian/Swiss governments can foster multiculturalism • why multicultural society is important The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 8 – The making of modern Germany: 1989 onwards

Privatisierung der ostdeutschen Wirtschaft

Die „Treuhand" war die staatliche Privatisierungsorganisation in der Transformation Ostdeutschlands von der Plan- zur Marktwirtschaft. Die Organisation wurde kritisiert. Manche sagten, die Privatisierung war zu schnell, brutal und verursachte Massenarbeitslosigkeit.

The examiner must begin by asking the candidate the following question:

Massenprivatisierung der ostdeutschen Wirtschaft war nötig. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Welche anderen Herausforderungen hat die Wiedervereinigung gebracht?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why mass privatisation of the East German economy was necessary • resistance to economic measures In response to the unseen question the candidate may discuss: • the challenges presented by reunification • the results of reunification The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 9 – Being a young person in German-speaking society

Gruppenzwang in der Schule

Laut einer Schulumfrage zum Thema „Erfahrungen mit Gruppenzwang" sind „Rauchen" und „Hausaufgaben nicht abgeben" am häufigsten genannt worden. Viele Jugendliche finden es einfacher sich zu benehmen, wie die anderen wollen.

The examiner must begin by asking the candidate the following question:

Der Gruppenzwang ist sehr häufig unter deutschsprachigen Jugendlichen zu sehen. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Was kann man machen, um Gruppenzwang zu reduzieren?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the pressure on German-speaking youngsters to do what their peers do • the kind of behaviour peer pressure can lead to In response to the unseen question the candidate may discuss: • how young people can stand up to peer pressure • why peer pressure can be such a problem The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 10 – Understanding the German-speaking world

Die Biergartentradition

Besonders in Bayern und Österreich ist der Biergarten eine wichtige Tradition. Dort trinken Erwachsene eine „Maß", die ein Liter Bier ist. Kinder mögen „Spezi", das Mischgetränk aus Cola und Limonade.

The examiner must begin by asking the candidate the following question:

Die Biergartentradition macht Spaß aber ist vielleicht nicht so gut für die Gesundheit. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Warum sind Gebräuche und Traditionen wichtig für die deutsche Kultur?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • in what way beer gardens may not offer a healthy lifestyle • how the beer garden tradition can enhance life in German-speaking countries In response to the unseen question the candidate may discuss: • why customs and traditions are important • other German traditions The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 11 – Diversity and difference

Arbeitsbarrieren für Asylbewerber

Viele Asylbewerber würden gern Deutsch lernen und arbeiten gehen. Doch die Barrieren sind sehr hoch. Ein Asylbewerber bekommt eine Arbeit nur, wenn kein Deutscher oder kein EU-Bürger den Arbeitsplatz will.

The examiner must begin by asking the candidate the following question:

Asylbewerber wollen arbeiten, aber es ist zu schwierig, einen guten Arbeitsplatz zu bekommen. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Wie können die deutschsprachigen Länder Asylbewerber in ihre Gesellschaft integrieren?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the hurdles asylum seekers face • why Germany has these barriers in place In response to the unseen question the candidate may discuss: • integration measures from German-speaking countries • the difficulties of integration The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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Card 12 – The making of modern Germany: 1989 onwards

Wenige Ostdeutsche in Führungspositionen

Viele Ostdeutsche sind oft sehr frustriert, weil sie in Top-Jobs unterrepräsentiert sind. Weil die Wiedervereinigung durch westdeutsche Institutionen organisiert wurde, kam – und blieb – die Führungselite aus den alten Bundesländern.

The examiner must begin by asking the candidate the following question:

Es ist ein Problem, dass noch immer wenige Ostdeutsche in Führungspositionen sind. Inwiefern stimmst du mit dieser Aussage überein?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase the supplementary question.

Was kann man machen, so dass die Wiedervereinigung für alle Deutschen positiv ist?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why more West than East Germans hold top jobs in Germany • why this might present problems In response to the unseen question the candidate may discuss: • initiatives undertaken to bring the country together • why reunification has proved challenging The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the examiner a question/questions during the assessment, the examiner must ask the candidate in German if he/she has any questions to ask.

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GCE A LEVEL GERMAN

SUMMER 2023 MARK SCHEME

COMPONENT 1: SPEAKING (60 TOTAL MARKS)

Principles of Marking

Conduct of the Speaking assessment

Examiners are required to familiarise themselves with section 3.2 of the specification.

General Advice for Visiting Examiners

You are asked to read and digest thoroughly all the information in the stationery pack.

Particular attention should be paid to the following instructions regarding marking:

- as an examiner you must be positive in your approach. Look for opportunities to reward rather than penalise. Candidates who use strategies such as adjusting the message, circumlocution, self-correction or repair strategies should not be penalised
- Task 1: Independent research project – make sure you are familiar with the assessment grids for the independent research project
- Task 2: Themed card – make sure that you are familiar with the assessment grid for marking the stimulus card and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.

Timings for each section of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be credited.

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

As the examiner you must present the two theme-based stimulus cards using the grid on page 4. The candidate must choose which of the two cards he/she wishes to prepare for Task 2.

Applying banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has descriptors for the performance level of that band.

Stage 1 – Deciding on the band

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

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance, if the response is mainly in band 2 but with a limited amount of band 3 content, the mark awarded would be close to the top of band 2 as a result of the band 3 content. Small omissions in some parts of their response may not negatively affect the mark awarded.

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Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material to be used as reference material throughout the assessment period.

When marking, you can use this material to decide whether a candidate's response is of a superior, inferior or comparable standard to the examples provided. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated are appropriate to the response given.

When you are marking the candidate's responses to the stimulus card you should consider the indicative content given for each card. However, you **must** bear in mind that the indicative content is **not exhaustive** and is for guidance only. Reward all valid responses.

The indicative content is given on each of the following stimulus cards to assist with marking.

Component 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1a: Presentation of independent research project		5		5	10
Task 1b: Discussion of independent research project	5		15	10	30
Task 2: Theme-based discussion using stimulus card	5	5	5	5	20
Total marks	10	10	20	20	60

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Task 1a – Speaking assessment grid for presentation of independent research project **10 marks in total**

Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent presentation and understanding of research findings, based on information drawn from a wide variety of sources.	5	• Excellent knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
4	• Very good presentation and understanding of research findings, based on information drawn from a wide variety of sources.	4	• Very good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
3	• Good presentation and understanding of research findings, based on information drawn from a variety of sources.	3	• Good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
2	• Reasonable presentation and understanding of research findings, based on information drawn from a limited range of sources.	2	• Reasonable knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
1	• Basic presentation and understanding of research findings, with some evidence of research having been undertaken.	1	• Superficial knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic.
0	• Nothing of value	0	• Nothing of value

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Task 1b – Speaking assessment grid for discussion of independent research project **30 marks in total**

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent responses to all questions on the independent research project; always detailed and assured. • Excellent interaction: engages very well, with spontaneity, and sustains discussion.	**13–15**	• Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic.	**9–10**	• Excellent knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and always supported by relevant evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	• Very good responses to most questions on the independent research project; mostly detailed. • Very good interaction: engages well, with some spontaneity, and sustains discussion.	**10–12**	• Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation.	**7–8**	• Very good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are convincingly argued and usually supported by relevant evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
3	• Good responses to most questions on the independent research project; sometimes detailed. • Good interaction: engages reasonably well, with a little spontaneity, and sustains discussion for the most part.	7–9	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	5–6	• Good knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities relevant to the topic. • Ideas and points of view are generally convincingly argued and usually supported by reasonably relevant evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	• Reasonable responses to some questions on the independent research project; occasionally detailed. • Attempts made to interact; engages to a limited extent only, with little or no spontaneity; prompting required at times.	4–6	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	3–4	• Reasonable knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities sometimes relevant to the topic. • Ideas and points of view are expressed and sometimes supported by evidence. • Conclusions are based on limited analysis with some evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
1	• Limited responses to questions on the independent research project; rarely detailed. • Limited success in establishing a meaningful exchange; engages to a very limited extent, with no spontaneity, and relies on prompts.	**1–3**	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	**1–2**	• Superficial knowledge and understanding of the culture and society of Germany and/or German-speaking countries and communities often irrelevant to the topic. • Few ideas and points of view are expressed and they are not supported by evidence. • Conclusions are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value	**0**	• Nothing of value	**0**	• Nothing of value

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Task 2 – Speaking assessment grid for theme-based stimulus card **20 marks in total**

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
5	• Excellent responses to all questions (seen, set unseen and possible follow-up questions); clear and detailed. • Excellent interaction: engages very well, asking highly relevant questions, and sustains discussion.	5	• Full understanding of the stimulus material demonstrated by clear and relevant responses.	5	• Excellent level of accuracy in manipulation of grammar; almost error-free. • Excellent idiomatic use of language and a wide variety of structures employed. • Consistently accurate pronunciation and intonation which sounds authentic.	5	• Excellent knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are convincingly argued and supported by appropriate evidence. • Conclusions are based on excellent analysis and evaluation of relevant issues.
4	• Very good responses to most questions seen, set unseen and possible follow-up questions); most in detail. • Very good interaction: engages well, asking relevant questions, and sustains discussion.	4	• Very good understanding of the stimulus material demonstrated by mostly clear and relevant responses.	4	• Very good level of accuracy in manipulation of grammar; some errors occur when attempting more sophisticated or abstract contexts and structures. • Very good idiomatic use of language and a wide variety of structures employed. • Mostly accurate pronunciation and intonation.	4	• Very good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are generally convincingly argued and supported by appropriate evidence. • Conclusions are based on very good analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
3	• Good responses to most questions (seen, set unseen and possible follow-up questions); some in detail. • Good interaction: engages reasonably well, asking mostly relevant questions, and sustains discussion for the most part.	3	• Sound understanding of stimulus material, demonstrated by relevant responses.	3	• Good level of accuracy in manipulation of grammar, with some errors. • Good idiomatic use of language and a variety of structures employed. • Generally accurate pronunciation and intonation.	3	• Good knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are sometimes convincingly argued and supported by appropriate evidence. • Conclusions are generally based on good analysis and evaluation of relevant issues.
2	• Reasonable responses to most questions (seen, set unseen and possible follow-up questions); generally lacking detail. • Attempts made to interact; engages to a limited extent only, asking partly relevant questions, prompting required at times.	2	• Limited understanding of stimulus material demonstrated by partial responses.	2	• Reasonable level of accuracy in manipulation of grammar; some errors occur which are repeated. • Some idiomatic use of language and variation of structures. • Generally intelligible pronunciation and intonation but with some inconsistency.	2	• Reasonable knowledge and understanding of aspects of the sub-theme covered in the discussion. • Ideas and points of view are occasionally argued and supported by appropriate evidence. • Conclusions are based on some analysis and evaluation of relevant issues.

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Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries / communities where the language is spoken
1	• Limited responses to most questions (seen, set unseen and possible follow-up questions). • Limited success in establishing a meaningful exchange; engages to a very limited extent, asking only irrelevant questions, and relies on prompts.	1	• Very limited understanding of the stimulus material demonstrated by responses that are generally irrelevant.	1	• Limited level of accuracy in manipulation of grammar; high instance of elementary errors. • Limited idiomatic use of language. Heavy reliance on anglicised structures. • Pronunciation and intonation make understanding difficult.	1	• Limited knowledge and understanding of aspects of the sub-theme covered in the discussion. • Few ideas and points of view are expressed and they are rarely supported by evidence. • Conclusions, when drawn, are superficial, with little evidence of analysis or evaluation of relevant issues.
0	• Nothing of value	0	• Nothing of value	0	• Nothing of value	0	• Nothing of value

*Please refer to the subject-specific additional notes when assessing AO4.

Candidates are required to ask the examiner at least two questions during this assessment. If a candidate asks only one question, a maximum of 4 marks can be awarded for AO1. If a candidate asks no questions, a maximum of 3 marks can be awarded for AO1.

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