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CARDS 1-12

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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

Auslandsstudium



An vielen Hochschulen in Deutschland ist es üblich, einen Teil des Studiums im Ausland zu verbringen. Viele Studenten nutzen die Chance, um ihre Sprachkenntnisse zu verbessern und Erfahrungen zu sammeln.

Diskussionspunkt:

Auslandssemester sind nützlich.

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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**

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 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 2 – Understanding the German-speaking world

Kinder lesen gern



Eine aktuelle Studie zeigt: Drei von vier Kindern lesen mehrmals in der Woche. Tablets und Computer werden erst ab elf Jahren wichtiger als lesen, Freunde treffen und draußen spielen.

Diskussionspunkt:

Online Media ist bei kleinen deutschsprachigen Kindern nicht so wichtig wie Bücher lesen und traditionelle Spiele.

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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.

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 3 – Diversity and difference

Integrationskurse



Die deutsche Regierung finanziert und beaufsichtigt Integrationskurse für Flüchtlinge und Migranten. Die Neuankömmlinge können die deutsche Sprache lernen und auch viel über deutsche Traditionen, Kultur und Geschichte erfahren.

Diskussionspunkt:

Integrationskurse sind wichtig, um Flüchtlinge und Migranten in die deutsche Gesellschaft zu integrieren.

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GERMAN – A level component 1

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.

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 4 – The making of modern Germany: 1989 onwards

'Wossi – Wortkreuzung aus 'Ossi' und 'Wessi'



In der Definition 'Wossi' geht es um eine Person aus den alten Bundesländern, die in der Zeit nach der Wiedervereinigung – oft aus beruflichen Gründen – in die neuen Bundesländer gezogen ist.

Diskussionspunkt:

Viele Leute aus dem Westen sind nach der Wiedervereinigung nicht nur aus beruflichen Gründen in die ehemalige DDR gezogen.

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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

Die Kosten einer Hochzeit



Die durchschnittlichen Kosten einer Hochzeit sind 10.000 Euro. Essen, Kleidung, Ringe und Blumen müssen bezahlt werden. Wenn auch getanzt wird und das Ganze fotografiert werden soll – sind 10.000 Euro kein Wunder.

Diskussionspunkt:

Eine Hochzeit ist sehr teuer aber trotzdem beliebt in Deutschland/Österreich/der Schweiz.

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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.

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 6 – Understanding the German-speaking world

Kraftwerk: die „Beatles der elektronischen Tanzmusik“



Die deutsche Musikgruppe Kraftwerk wurde 1970 in Düsseldorf gegründet. Vor allem ist Kraftwerks Musik durch Pionierarbeit auf dem Gebiet des Elektropop bekannt geworden. Kraftwerk beeinflusste zahlreiche Musikstile wie Synth-Pop, Electro-Funk und Hip-Hop.

Diskussionspunkt:

Deutsche Bands haben Musikstile beeinflusst.

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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**

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 7 – Diversity and difference

Qualifizierte Ausländer auf Jobsuche



Qualifizierte Ausländer finden die Integration ins österreichische Arbeitsleben schwierig. Das Bewerbungssystem ist kompliziert und Abschlüsse werden oft nicht als gleichwertig anerkannt. Ein syrischer Arzt beispielsweise kann nicht sofort in seinem Beruf arbeiten.

Diskussionspunkt:

Es ist schwierig für Ausländer, in ihrem qualifizierten Beruf weiter zu arbeiten.

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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**

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 8 – The making of modern Germany: 1989 onwards

Die Lücke im Einkommen zwischen Ost und West



Jedes Jahr überprüft die Bundesregierung, wie gleich – oder ungleich – die Haushaltseinkommen in den alten und neuen Bundesländern noch sind. Seit Mitte der 90er ist leider kein großer Fortschritt zu sehen.

Diskussionspunkt:

Es ist fair, dass man in der ehemaligen DDR immer noch weniger Geld als in den westlichen Bundesländern verdient.

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GERMAN – A level component 1

CARD 9

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

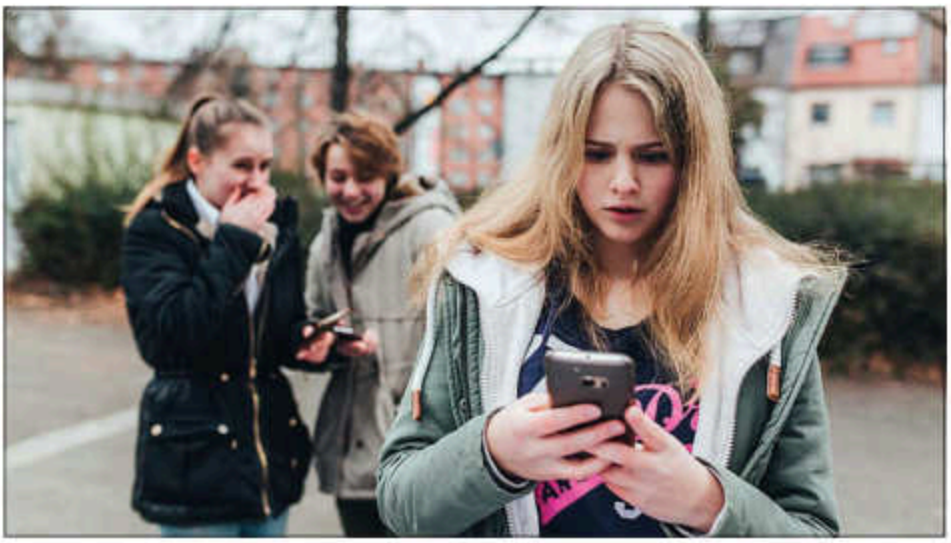
No dictionaries are allowed in any section of the assessment.

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

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

Cybermobbing



Jeder zehnte deutsche Schüler wurde schon online gemobbt. Eine Studie zeigt: Eltern, Lehrer und Schüler kennen das Problem, aber finden zu selten Lösungen. Manche Betroffene beginnen, Alkohol zu trinken oder Tabletten zu nehmen.

Diskussionspunkt:

Cybermobbing ist ein großes Problem für deutsche Kinder und Jugendliche.

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GERMAN – A level component 1

CARD 10

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 10 – Understanding the German-speaking world

Das Erntedankfest



Das Erntedankfest wird in Deutschland am ersten Sonntag im Oktober mit Umzügen von dekorierten Traktoren, Festessen und Tänzen gefeiert. Am Erntedankfest danken Christen Gott für die Produkte der Natur.

Diskussionspunkt:

Das Erntedankfest ist eine der wichtigsten Traditionen in deutschsprachigen Ländern.

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GERMAN – A level component 1

CARD 11

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 11 – Diversity and difference

Flüchtlings- und Migrantenzahlen



Im Bundestagswahlkampf wurde heftig über die sogenannte Obergrenze für Flüchtlinge und Migranten gestritten. Es wurde anschließend festgelegt, dass nicht mehr als 220.000 Menschen jährlich nach Deutschland kommen dürften.

Diskussionspunkt:

Mehr Flüchtlinge sollten nach Deutschland kommen dürfen.

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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**

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 12 – The making of modern Germany: 1989 onwards

Wie es zum Berliner Mauerfall kam



Es gab 1989 eine Massenflucht von DDR-Bürgern in den Westen und auch die Montagsdemonstrationen in Leipzig. Diese setzten die DDR-Regierung so unter Druck, dass am Ende die Berliner Mauer fiel.

Diskussionspunkt:

Ohne die Ereignisse 1989 in der DDR wäre die Berliner Mauer nicht gefallen.

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GERMAN – A level component 1

CARDS 1–12

EXAMINER'S BOOKLET

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INSTRUCTIONS FOR EXAMINERS

Task setting and format of the assessment

In preparation for the speaking assessment the learner will have undertaken an independent research project. The task related to the theme-based stimulus card will be set by WJEC, but the candidate will have a choice from two cards. The speaking assessment will be conducted at centres by a visiting examiner appointed by WJEC. He/she will conduct and mark the assessment which will be digitally recorded.

During preparation for the speaking assessment candidates must complete the independent research project pro-forma providing the title of their research project and outlining up to ten key points **in English**. The purpose of the pro-forma is to provide the visiting examiner with some prior information about the candidate's chosen independent research project. The pro-forma must be sent by the centre to the visiting examiner at least three weeks before the assessment. The candidate may bring a copy of the pro-forma to the speaking assessment which he/she can use as a prompt if necessary for the presentation and discussion. The pro-forma is an aid to memory only and will **not** provide linguistic support in the language of study.

Learners are **not** permitted to choose for their independent research project any of the literary works or films which they have studied for their written assessment in Component 3.

The assessment will comprise the following tasks:

Task 1 – Presentation and discussion on candidate's independent research project

(a) Each candidate will give a spoken presentation in the language of study of his/her independent research project. The presentation will last **2 minutes**. If the presentation lasts longer than the allocated time the visiting examiner will interrupt the candidate with a question related to the independent research project. This will indicate the beginning of the discussion. There are no additional marks available for a presentation which extends beyond 2 minutes.

(b) A discussion in the language of study in which the candidate responds to questions relating to their independent research project set and asked by the visiting examiner. The discussion will last **9–10 minutes**.

After Task 1 has been completed the candidate will be given 5 minutes' preparation time in the examination room with the visiting examiner to prepare for Task 2 – the theme-based discussion.

Task 2 – Theme-based discussion

A discussion in the language of study based on a stimulus card containing an image with related text on one of the sub-themes, as set out in the A level specification. The visiting examiner will offer the candidate two stimulus cards. The candidate must pick one of these cards and he/she will then prepare the discussion point on that stimulus card during the allocated preparation time.

At the end of the 5 minutes' preparation time, the visiting examiner will initiate a discussion with the candidate based on the stimulus card he/she has prepared. After the candidate has responded to the discussion point on the card, the visiting examiner will then ask the candidate one further question. This supplementary question will be **unseen**.

At the start of the discussion, candidates must make reference to information in the stimulus text, to show the examiner that they have understood the material. Candidates can talk about Germany or German-speaking countries/communities, depending on the context in which they have studied the themes or sub-themes. **This does not apply to the country-specific theme.** This instruction will be stated on the front of the stimulus card.

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The candidate will be required to ask the visiting examiner **at least two** questions. Should the candidate omit to ask any questions during the assessment, the visiting examiner will ask the candidate in the language of study whether he/she has any questions to ask. If there is time within the discussion, the examiner will explore other points related to the sub-theme. The examiner will also follow up points raised by the candidate during the discussion.

Task taking

On the day the assessment is conducted, each candidate will arrive at the appointed time for the speaking assessment with the visiting examiner. **There will be no formal preparation time before the assessment begins.**

Candidates are not permitted to use dictionaries in any part of the assessment.

If the candidate has chosen to use the independent research project pro-forma as an aid to memory, he/she will show it to the visiting examiner before the assessment begins. This is to ensure that it only contains notes in English. A pro-forma found to contain notes in the language of study will be retained by the visiting examiner and the candidate will not have access to it during the assessment. The assessment will commence with the candidate's presentation of the independent research project which will last a **maximum of 2 minutes**. This will then be followed by a discussion with the visiting examiner based on the project lasting **9–10 minutes**. At the end of the discussion on the presentation, if the pro-forma has been used by the candidate it will be handed to the visiting examiner.

The visiting examiner will then show the candidate two theme-based stimulus cards. The candidate will choose which card he/she would like to prepare. **The candidate will have sight of the two cards when choosing between them.** The candidate will be given **5 minutes' preparation time** in the examination room with the visiting examiner. During the preparation time the candidate may, if he/she wishes, make notes in the language of study or English on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment of the theme-based stimulus card. The notes are an aid to memory and **must not** constitute complete and continuous sentences. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity.

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The candidate will hand the notes to the visiting examiner at the end of the assessment. The visiting examiner will keep the notes and any pro-forma used by the candidate.

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

Conduct of the assessment

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it cannot be paused or stopped during the assessment of either Task 1 or Task 2. The visiting examiner will leave the recording running during the 5 minutes' preparation time allocated to the candidate prior to the assessment of Task 2. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the visiting examiner's control which prevents the completion of the assessment. In any such event the visiting examiner will inform WJEC immediately and inform the Examinations Officer at the centre.

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The examiner must ensure that each candidate is given the cards in the order as listed in the grid below. If, however, one of the cards in the candidate's set contains content that the candidate has covered in their independent research project, the examiner can choose an alternative set of cards. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

Candidate number	Cards	**Candidate number**	Cards
1	9 & 11	**13**	7 & 12
2	5 & 2	**14**	10 & 2
3	10 & 7	**15**	5 & 12
4	1 & 4	**16**	9 & 6
5	6 & 7	**17**	11 & 4
6	12 & 3	**18**	7 & 4
7	8 & 1	**19**	3 & 9
8	2 & 5	**20**	4 & 2
9	4 & 12	**21**	7 & 11
10	11 & 2	**22**	6 & 10
11	9 & 3	**23**	12 & 6
12	3 & 10	**24**	1 & 6

IMPORTANT - MFL Centre Form

The MFL Centre Form is available electronically on the WJEC website. This form is to be completed by the centre and is in three parts. When completed, the form is to be uploaded by the centre to the Surpass site using the key code provided by the WJEC administrator. The centre will include on the MFL Centre Form the names of each candidate in the order in which they were assessed along with the number of the stimulus card used. The form will also include details of any additional time to which the candidate is officially entitled. The visiting examiner will need to liaise with the centre in order to share and complete in confidence the information on this form.

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Please note: An **electronic** version of this form is available to download from the WJEC website

MFL Centre Form (NEA)
(To be signed and dated by **each** candidate and the centre)

Centre Name: .....

Centre Number: .....

Language: French / German / Spanish* **Level: GCSE / AS / A Level*** (*delete as appropriate)

This form is to be completed by the centre and is in three parts. When completed, the form is to be uploaded to the Surpass site using the key code provided by the WJEC administrator.

PART 1: Authentication Declaration

The centre is to ensure that on completion of the assessment, each candidate signs and dates the form and that it is signed on behalf of the centre. Typing a name will be accepted as a signature.

PART 2: GDPR Consent

WJEC may select candidate work for use at teacher training events. All candidate work will be anonymised before WJEC uses it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.

PART 3: In order to assist the external examiner – in cases where a candidate has been approved for extra time in speaking assessments – the centre must indicate in the relevant column the percentage of approved extra time given e.g. 25%, 50% etc. If relevant for GCSE assessments, centres are also instructed to note the circumstances that dictate a change to the allocated set of cards.

The centre must complete the form in the order in which the speaking assessments are carried out.

For GCSE ONLY: The information allocating a set to candidates is available via the WJEC secure website and should be uploaded with this form for submission to WJEC. The set allocation is confidential and is not to be shared with candidates prior to the assessment.

Candidates must read and then complete and sign form below.

NOTICE TO CANDIDATE

The work you produce for the speaking assessment must be your own. If you cheat in any way, you may be disqualified from at least the subject concerned.

GDPR Consent

- WJEC may select your work for use in teaching and learning resources published on the WJEC/Eduqas public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request.[1]

For further details about how we process your data please read WJEC's privacy notice.

[1] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on languages@wjec.co.uk Please include the title of the work, the year of assessment, centre name and number, candidate name and the Component in the communication. The work will then be removed from the secure website.

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CANDIDATE DECLARATION

Candidate order and candidate number **e.g.** **1.20056**	**Candidate name**	**Card(s) used** **AS and A Level use only**	PART 1: I have read and understood the **Notice to Candidate** (above). I confirm that the work produced during the speaking assessment is my own. **Candidate signature** (typing your name will be accepted as your signature)	PART 2: I have read and understood the **GDPR Consent** (above). I confirm that I have indicated below whether or not I give WJEC consent to use my work as outlined above.		**Date**
				I consent to WJEC using my work (tick)	**I do not consent to WJEC using my work (tick)**	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

CENTRE DECLARATION

I certify that the work of each candidate named above is their own and has been carried out under the conditions required by WJEC.

Signature: ..... Position: ..... Date: .....

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PART 3: CONFIDENTIAL – FOR CENTRE USE ONLY

Notification of:
- changes to allocation of set to candidate
- approved extra time allocated.

GCSE ONLY:
The centre set allocation from WJEC must be uploaded with this form for submission to WJEC. Centres are also instructed to note the circumstances that dictate a change to the allocated set of cards

The information below must NOT be shared with candidates.

Candidate number	Candidate name	Change to set allocated and reason	Percentage of approved extra time

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07

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

Auslandsstudium

An vielen Hochschulen in Deutschland ist es üblich, einen Teil des Studiums im Ausland zu verbringen. Viele Studenten nutzen die Chance, um ihre Sprachkenntnisse zu verbessern und Erfahrungen zu sammeln.

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

„Auslandssemester sind nützlich." 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 deutsche Jugendliche ihre Berufschancen verbessern?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the benefits of German/Austrian/Swiss students studying abroad • the possible disadvantages of studying abroad In response to the unseen question the candidate may discuss: • the challenges for young people entering the job market • the world of work generally for young people 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

Kinder lesen gern

Eine aktuelle Studie zeigt: Drei von vier Kindern lesen mehrmals in der Woche. Tablets und Computer werden erst ab elf Jahren wichtiger als lesen, Freunde treffen und draußen spielen.

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

„Online Media ist bei kleinen deutschsprachigen Kindern nicht so wichtig wie Bücher lesen und traditionelle Spiele." 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 traditionelle Medien wie Bücher und Zeitschriften in deutschsprachigen Ländern aus?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why online media are less important to young German/Austrian/Swiss children than other activities • he advantages and disadvantages of children using online media In response to the unseen question the candidate may discuss: • the future role of traditional books and newspapers in the German-speaking world • whether the rise of online media is positive or negative 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

Integrationskurse

Die deutsche Regierung finanziert und beaufsichtigt Integrationskurse für Flüchtlinge und Migranten. Die Neuankömmlinge können die deutsche Sprache lernen und auch viel über deutsche Traditionen, Kultur und Geschichte erfahren.

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

„Integrationskurse sind wichtig, um Flüchtlinge und Migranten in die deutsche Gesellschaft zu integrieren." 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 ist Integration in deutschsprachigen Ländern wichtig?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how integration courses help the participants • the challenges facing immigrants in Germany/Austria/Switzerland In response to the unseen question the candidate may discuss: • the advantages of integration and a multicultural Germanic society • he alternatives and possible dangers of a lack of social 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 4 – The making of modern Germany: 1989 onwards

'Wossi – Wortkreuzung aus 'Ossi' und 'Wessi'

In der Definition 'Wossi' geht es um eine Person aus den alten Bundesländern, die in der Zeit nach der Wiedervereinigung – oft aus beruflichen Gründen – in die neuen Bundesländer gezogen ist.

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

„Viele Leute aus dem Westen sind nach der Wiedervereinigung nicht nur aus beruflichen Gründen in die ehemalige DDR gezogen." 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.

Inwiefern gibt es noch Unterschiede zwischen Ost- und Westdeutschland?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why people from West Germany chose to move to East Germany • the reaction of West and East Germans to these 'Wossis' In response to the unseen question the candidate may discuss: • why there would still be differences between East and West Germany • whether they are optimistic about the future for reunified Germany and why/why not 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

Die Kosten einer Hochzeit

Die durchschnittlichen Kosten einer Hochzeit sind 10.000 Euro. Essen, Kleidung, Ringe und Blumen müssen bezahlt werden. Wenn auch getanzt wird und das Ganze fotografiert werden soll – sind 10.000 Euro kein Wunder.

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

„Eine Hochzeit ist sehr teuer aber trotzdem beliebt in Deutschland/Österreich/der Schweiz." 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 ist die Ehe mit einer traditionellen Hochzeit in der deutschsprachigen Kultur noch wichtig?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why weddings are expensive • why weddings are popular In response to the unseen question the candidate may discuss: • the future of traditional weddings in German-speaking culture • how marriage might look in the future 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.

Card 6 – Understanding the German-speaking world

Kraftwerk: die „Beatles der elektronischen Tanzmusik"

Die deutsche Musikgruppe Kraftwerk wurde 1970 in Düsseldorf gegründet. Vor allem ist Kraftwerks Musik durch Pionierarbeit auf dem Gebiet des Elektropop bekannt geworden. Kraftwerk beeinflusste zahlreiche Musikstile wie Synth-Pop, Electro-Funk und Hip-Hop.

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

„Deutsche Bands haben Musikstile beeinflusst." 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 in deutschsprachigen Ländern?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how German/Austrian/Swiss bands, musicians or composers have influenced any style of music • why Kraftwerk's music – or any particular German band or composer – might be popular In response to the unseen question the candidate may discuss: • how popular various types of music are in German-speaking countries, and why • evidence of the popularity of music and what forms this takes 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

Qualifizierte Ausländer auf Jobsuche

Qualifizierte Ausländer finden die Integration ins österreichische Arbeitsleben schwierig. Das Bewerbungssystem ist kompliziert und Abschlüsse werden oft nicht als gleichwertig anerkannt. Ein syrischer Arzt beispielsweise kann nicht sofort in seinem Beruf arbeiten.

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

„Es ist schwierig für Ausländer, in ihrem qualifizierten Beruf weiter zu arbeiten." 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 sind die Vorteile der Einwanderung für den deutschen Arbeitsmarkt?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why foreigners may find it hard to find a job at the same qualified level as in their home country • possible solutions to this problem In response to the unseen question the candidate may discuss: • he benefits immigrants bring to the German/Swiss/Austrian job market • he challenges facing foreign immigrants in German-speaking countries 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

Die Lücke im Einkommen zwischen Ost und West

Jedes Jahr überprüft die Bundesregierung, wie gleich – oder ungleich – die Haushaltseinkommen in den alten und neuen Bundesländern noch sind. Seit Mitte der 90er ist leider kein großer Fortschritt zu sehen.

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

„Es ist fair, dass man in der ehemaligen DDR immer noch weniger Geld als in den westlichen Bundesländern verdient." 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 könnte man diese Situation ändern?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why people in former East Germany still earn less than in West Germany • how this affects people's perception of East German citizens In response to the unseen question the candidate may discuss: • how East and West Germany can be made more equal • previous initiatives to close the gap 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

Cybermobbing

Jeder zehnte deutsche Schüler wurde schon online gemobbt. Eine Studie zeigt: Eltern, Lehrer und Schüler kennen das Problem, aber finden zu selten Lösungen. Manche Betroffene beginnen, Alkohol zu trinken oder Tabletten zu nehmen.

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

„Cybermobbing ist ein großes Problem für deutsche Kinder und Jugendliche." 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 Mobbing zu reduzieren?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • to what extent cyber bullying is a problem for German/Austrian/Swiss youngsters • examples of other pressures affecting young people's relationships In response to the unseen question the candidate may discuss: • possible solutions to bullying • examples of the challenges presented by bullying 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

Das Erntedankfest

Das Erntedankfest wird in Deutschland am ersten Sonntag im Oktober mit Umzügen von dekorierten Traktoren, Festessen und Tänzen gefeiert. Am Erntedankfest danken Christen Gott für die Produkte der Natur.

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

„Das Erntedankfest ist eine der wichtigsten Traditionen 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.

Welche Rolle spielen solche traditionelle Feste in der heutigen deutschsprachigen Gesellschaft?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what harvest festival celebrates and why • to what extent this festival is still religious In response to the unseen question the candidate may discuss: • how relevant this kind of festival is in German-speaking countries • what we learn about German culture from these festivals 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

Flüchtlings- und Migrantenzahlen

Im Bundestagswahlkampf wurde heftig über die sogenannte Obergrenze für Flüchtlinge und Migranten gestritten. Es wurde anschließend festgelegt, dass nicht mehr als 220.000 Menschen jährlich nach Deutschland kommen dürften.

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

„Mehr Flüchtlinge sollten nach Deutschland kommen dürfen." 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 Probleme gibt es mit hohen Migrantenzahlen in Deutschland?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why so many immigrants are attracted to Germany/Austria/Switzerland • the reaction of Germans/Austrians/Swiss people to immigration in their countries In response to the unseen question the candidate may discuss: • the challenges posed by high levels of immigration to Germany/Austria/ Switzerland • possible solutions to these challenges 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

Wie es zum Berliner Mauerfall kam

Es gab 1989 eine Massenflucht von DDR-Bürgern in den Westen und auch die Montagsdemonstrationen in Leipzig. Diese setzten die DDR-Regierung so unter Druck, dass am Ende die Berliner Mauer fiel.

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

„Ohne die Ereignisse 1989 in der DDR wäre die Berliner Mauer nicht gefallen." 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 sind die Vor- und Nachteile des Berliner Mauerfalls?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • he internal events of 1989 leading up to the fall of the Wall and their significance • the international events during 1989 In response to the unseen question the candidate may discuss: • the challenges faced by Germans posed by the fall of the Berlin Wall • the positive aspects 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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GCE A LEVEL GERMAN

SUMMER 2022 MARK SCHEME

COMPONENT 1: SPEAKING (60 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 the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

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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