



AS GERMAN 7661/3T/3V

Paper 3 Speaking

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

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

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

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

Each assessment objective should be assessed independently.

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

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

AOs	CARD 1	CARD 2	TOTAL
AO1	5	5	10
AO2	5	5	10
AO3	10	10	20
AO4	10	10	20

Students asking questions

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

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

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

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

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

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 2
Mark	Descriptors	
5	Students' responses show that they have a very good understanding of the material on the card.	
4	Students' responses show that they have a good understanding of the material on the card.	
3	Students' responses show that they have some understanding of the material on the card.	
2	Students' responses show that they have a limited understanding of the material on the card.	
1	Students' responses show that they have a very limited understanding of the material on the card.	
0	Nothing in the performance is worthy of a mark.	

Notes

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

DISCUSSION – SUB-THEME 1 AND SUB-THEME 2		Assessment Objective 3
Mark	Descriptors	
9–10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.	
7–8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.	
5–6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.	
3–4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.	
1–2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.	
0	Nothing in the performance is worthy of a mark.	

Notes

Pronunciation and intonation are not expected to be of native speaker standard.

Serious errors are defined as those which adversely affect communication.

Award the higher mark in the band if you would have considered placing the response in the band above; award the lower mark in the band if you would have considered placing the response in the band below.

Idiom refers to a form of expression that is particular to the target language.

Minor errors include:

incorrect gender (unless the meaning is changed);
incorrect adjectival endings;
incorrect case endings, including pronouns.

Serious errors include:

incorrect verb forms;
incorrect word order in main and subordinate clauses.

Complex language includes:

subordinate and relative clauses;
conditional clauses;
infinitive clauses with *zu*;
prepositions with a non-literal meaning eg, *sich interessieren für*;
object pronouns;
adjectival and masculine weak nouns.

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

The following indicative content is provided as examples.

Possible content

Karte A: Alleinerziehend, aber nicht allein

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Wie hilft die Organisation „ALISA“ alleinerziehenden Eltern in Sachsen?*

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

- group providing counselling and advice for single parents
 - monthly meetings for discussion, unwinding and unburdening
 - possible comment on the acronym and the organisation's slogan
 - open to parents and children, with facilities and activities for both.
-
- *Wie denken Sie über diese Initiative?*

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

- the value of informal support networks for single parents
 - comments on the importance of being able to discuss issues openly with others
 - reaction to the comments in the speech bubbles
 - evaluation of the supervised activities for children to play and learn.
-
- *Wie hat sich die Familie in den deutschsprachigen Ländern in letzter Zeit verändert?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- single parent families and same sex couples
- divorce rates and consequences for children and wider society
- higher rate of mothers in full-time work
- the difficulty of balancing family life with work
- attitudes in different parts of Germany or different parts of the German-speaking world.

Possible content**Karte B: Schokoladenmuseum statt Kirche****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Inwiefern haben sich Hochzeitszeremonien in Deutschland geändert?*

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

- decline in the number of church weddings since 2019
 - the opinion that churches do not provide a personal experience
 - reference to the different locations shown on the card
 - the speech bubbles demonstrating that couples often want an unconventional wedding experience.
- *Wie denken Sie über die hier gezeigten Alternativen zur Kirche?*

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

- personal view on the alternatives shown
 - reasons why couples want to have unconventional weddings
 - whether a religious ceremony still has a place in modern society
 - which of the shown locations would personally appeal most.
- *Wie wichtig ist die Ehe heutzutage in den deutschsprachigen Ländern?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- increasing popularity of living together and partnerships outside marriage
- changing attitudes towards same-sex marriage in German-speaking countries
- still existing belief that marriage is best for bringing up children
- trend to getting married at an older age.

Possible content**Karte C: Digitales Lernen****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was bietet „TUMO“?*

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

- an opportunity for teenagers to learn about digital technology outside school
 - twice a week and for two hours
 - self-learning sessions and workshops
 - supported by experts from industry and science
 - reference to the aims of the programme and some of the contents.
- *Wie denken Sie über diese Einrichtung?*

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

- personal attitudes towards digital technology
 - the importance of using this technology in future careers
 - view of some of the listed contents
 - the accessibility for everybody through being free of charge.
- *Welche Rolle spielt digitale Technologie für Jugendliche in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- knowledge acquired from studying the sub-theme
- the use of internet and social media among young people
- computer use in schools
- measures to keep young people and children safe
- observations based on visits to a German-speaking country.

Possible content**Karte D: Das Smartphone – der neue Teddybär****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Um welche Form von Handysucht geht es hier?*

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

- the large percentage of teenagers taking their smartphone to bed
 - what teenagers use the smartphone for at night
 - the urge to look at phone messages during the night among young people
 - the head teacher complaining about tired students.
- *Wie denken Sie über die Aussagen auf der Karte?*

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

- personal view of the statements
 - own use of smartphone at night
 - why teenagers want to be in contact with friends around the clock
 - possible reasons why parents are not restricting the practice.
- *Welche Rolle spielt digitale Technologie bei deutschsprachigen Jugendlichen?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- the growing use of smartphone technology
- influence of social media on young people
- how German-speaking societies try to protect young people
- use of digital technology in schools.

Possible content**Karte E: Stirbt das Fernsehen?****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Wie beliebt ist das traditionelle Fernsehen bei Jugendlichen in der Schweiz?*

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

- decreasing daily TV consumption among younger people in Switzerland
 - most young people watching on mobile phones or tablets
 - many streaming platforms available
 - good mobile phone network in the country
 - traditional TV programmes often not attractive.
- *Wie denken Sie über die Aussagen von Mischa und Cornelia?*

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

- why serials, talk shows, quiz shows etc may not be attractive to young people
 - agreeing/disagreeing with the comment about American vs German-speaking productions
 - own view of programmes shown in traditional TV channels.
- *Was wissen Sie über Sendungen im deutschsprachigen Raum, die Jugendliche gerne sehen?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- knowledge acquired through studying the sub-theme
- examples of casting/reality shows that are popular with teenagers
- popularity of fantasy serials
- wide availability of streaming platforms in the German-speaking world.

Possible content**Karte F: Deutsche Rap-Musik****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was für eine Künstlerin ist Nina?*

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

- Nina C. – a successful female rapper
 - her breakthrough as a soloist in 2022
 - her songs now only in German
 - performances in various festivals
 - her music frequently being streamed on Spotify.
- *Würden Sie diese Musik selbst gern hören? Warum (nicht)?*

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

- personal opinion about rap music
 - whether music sung in German is appealing
 - the reasons for some artists writing in their mother tongue
 - concerns about the lyrics in some rap songs.
- *Welche Bedeutung spielt Musik für Jugendliche in den deutschsprachigen Ländern?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- styles of music and their popularity amongst young German speakers
- festivals in Germany, Austria or Switzerland
- the ways in which young German-speaking people now access music
- the continuing predominance of English-speaking music.

Possible content**Karte G: Ein Feuerfest im Winter****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was ist das „Biike-Brennen“?*

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

- a tradition in February along the German North Sea coast
 - burning so-called *Biiken* to drive out winter
 - people coming together on the beach to sing and drink *Glühwein* or tea
 - other events such as performing plays in the Frisian language
 - people collecting wood in the weeks leading up to the event.
- *Was halten Sie von solchen alten Traditionen?*

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

- personal opinion on the relevance of such old traditions
 - the importance of involving people from local communities in the preparation and celebration
 - view of whether the Frisian language should be kept alive.
- *Welche anderen Traditionen in den deutschsprachigen Ländern kennen Sie?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- knowledge acquired from studying the sub-theme
- Christmas and New Year traditions such as *St Nikolaus*, *Adventskranz*, *Bleigießen*
- May Day and *Karneval* traditions
- regional customs such as *Almabtrieb*, *Leonhardi-Ritt*.

Possible content

Karte H: Eine lange Tradition

General:

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was feiert man in Nürnberg zweimal im Jahr?*

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

- a big festival held each Spring and Autumn
- funfair, beer tents and regional food
- some events for children, older people and half price family days
- other special events such as themed evenings and a vintage car rally.
- *Würden Sie eines dieser Feste gern besuchen? Warum (nicht)?*

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

- personal opinion about such large festivities
- which of the events on offer might appeal to young people
- the importance of making it affordable for families with children
- possible problems linked to such large events.
- *Was wissen Sie über traditionelle Feste in den deutschsprachigen Ländern?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- personal knowledge acquired from studying the subtheme
- examples of well-known festivals like *Oktoberfest* in München or *Karneval* in Köln
- the importance of regional festivals
- whether traditional festivals are still relevant.

Possible content**Karte I: Kunstmeile Krems****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Inwiefern ist die Stadt Krems attraktiv für Kunstfans?*

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

- numerous museums and art galleries in the Austrian town of Krems
 - reference to the main art institutions and what they contain
 - the unusual *Artothek* for borrowing works of art
 - digital technology used in the museums and galleries
 - cooperation between museums and schools.
- *Welches Museum oder welche Galerie in Krems würde Sie am meisten interessieren? Warum?*

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

- whether looking at art works is personally appealing
 - view that the use of digital technology may make these places more attractive to younger people
 - comment on the possible appeal of borrowing and returning rather than buying art works.
- *Was wissen Sie über Kunst im deutschsprachigen Raum?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- knowledge acquired from studying the sub-theme
- some renowned artists eg, Albrecht Dürer, Gustav Klimt, Franz Marc
- influential German art movements eg, *Der Blaue Reiter*, *Die Brücke*
- examples of large art galleries and museums in Germany, Austria or Switzerland
- the role of art in public spaces.

Possible content**Karte J: Lübeck – die „Stadt der sieben Türme“****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Warum ist Lübeck eine sehenswerte Stadt?*

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

- Lübeck as the oldest German town on the Baltic Sea coast
 - a town surrounded by water
 - reference to Lübeck being on the UNESCO world heritage list
 - reference to some of the buildings in the Gothic and Renaissance style
 - reference to the statement about Lübeck being both a historical town and a vibrant university town.
- *Würden Sie Lübeck gern besuchen? Warum (nicht)?*

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

- personal opinion about the buildings shown on the pictures
 - whether being on the UNESCO list makes a town attractive to tourists
 - the need for a historical town not to become a 'museum'
 - general personal view on visiting (foreign) cities.
- *Was wissen Sie über Architektur in Deutschland, Österreich oder der Schweiz?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. This knowledge can relate to any German-speaking country. Responses could include:

- knowledge acquired from studying the sub-theme
- famous buildings, for example *Kölner Dom*, *Reichstagsgebäude*, *Schloss Schönbrunn*
- experiences and observations from personal visits to Germany, Austria or Switzerland.

Possible content**Karte K: Eine Kultfigur aus Ostberlin****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was hat sich an vielen Westberliner Ampeln geändert?*

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

- the East German design for green/red man at traffic lights: now popular in West Berlin
 - the design having originated from 1961 with possible comment on significance of this date
 - the different, slightly nostalgic look of these figures
 - an entire shop dedicated to the *Ampelmann*.
- *Würden Sie ein Ampelmann-Geschäft besuchen? Warum (nicht)?*

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

- personal view of the value of such an unusual shop
 - why it may attract many tourists
 - personal choice of a souvenir from the shop
 - own view of the *Ampelmann* design and why it is appealing
 - the growing fascination with the period of the former GDR and life at that time.
- *Wie wichtig ist die Geschichte für die deutsche Hauptstadt?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include:

- knowledge acquired from studying the sub-theme
- Berlin's significance in post-war European history
- the modern city putting great emphasis on commemorating the NS period
- the multitude of historical museums and monuments across the city
- the diverse population of the city having its roots in recent history.

Possible content**Karte L: Die „Lange Nacht der Familie“****General:**

During their studies students will have read and listened to different source materials from which they will have acquired relevant knowledge of the sub-theme in the context of German-speaking countries. Depending on these materials students will respond to the card and the examiner's questions in different ways. As well as relating their knowledge of the sub-theme students are expected to evaluate the information on the card and to express views on the information contained in it and on other aspects of the sub-theme.

The printed questions serve as a starting point for discussion and are not normally to be asked in immediate succession. Students' responses to each question will be followed up by the examiner in order to develop the discussion in different directions.

Points related to the three questions:

- *Was ist die „Lange Nacht der Familie“?*

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

- an event for families to visit places at night
 - reference to some of the activities including children's cinema, puppet theatre, family discos, reading corners
 - around 150 institutions taking part eg, *Schloss Oranienburg*, the city library, the spy museum, the planetarium
 - free of charge
 - the aim to provide families with exciting and affordable experiences.
- *Wie denken Sie über die Familiennacht?*

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

- the importance of making museums and other cultural institutions accessible for families with children
 - opinion about the variety of activities offered
 - which of the venues and activities may be especially popular.
- *Inwiefern bietet Berlin etwas für Jung und Alt?*

This question provides an opportunity for students to go beyond the narrow focus of the card and to demonstrate wider knowledge and understanding of the sub-theme. Responses could include:

- the large variety of museums and exhibitions
- interesting architecture and historical sites
- parks and green spaces
- many different genres of musical performances.