



GCE A LEVEL

A820U10-1



S19-A820U10-1-R1



GERMAN – A level component 1

CARDS 1-12

2019

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A820U10-1



GERMAN – A level component 1

CARD 1

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 1 – Being a Young Person in German-speaking Society***Families and Citizenship******Elterngeld***

In Deutschland sollen Väter motiviert werden, zu Hause zu bleiben, damit Mütter zu ihrem Job zurückkehren können. Deshalb gibt es jetzt bis zu 14 Monate Elterngeld, um die Familie finanziell zu unterstützen.

Diskussionspunkt:

Das Elterngeld ist eine große Motivation für Väter, nach der Geburt des Kindes zu Hause zu bleiben.



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CARD 2

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 2 – Being a Young Person in German-speaking Society

Families and Citizenship

Sport in der Schweiz



Sport hat unter Schweizer Jugendlichen ein sehr gutes Image, denn Sportaktivitäten sind ein guter Weg, gleichgesinnte junge Menschen zusammenzubringen. Durch Sport lernt man Respekt, Disziplin und Teamgeist. Schweizer Jugendliche, die Sport treiben, sind besser auf das Leben vorbereitet.

Diskussionspunkt:

Sport genießt in der Schweiz ein positives Image.



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CARD 3

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 3 – Being a Young Person in German-speaking Society***Education and Employment******Schulstress***

In Deutschland leidet fast jeder zweite Schüler unter den Anforderungen des Alltags. Mädchen fühlen sich dabei häufiger gestresst als Jungen und beklagen sich über Kopfschmerzen, Rückenschmerzen und Schlafstörungen.

Diskussionspunkt:

Energydrinks können Schülern helfen, die unter Stress in der Schule leiden.



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CARD 4

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 4 – Understanding the German-speaking World

Regional Culture and Heritage

Reformationsjubiläum



Zum 500. Reformationsjubiläum Martin Luthers gibt es viele Neuerscheinungen: Biografien, Bildbände und seine wichtigsten Schriften. Aber es geht nicht nur um den Reformator, sondern auch um den Familienvater, Freund und Ehemann.

Diskussionspunkt:

Es ist wichtig, sich über historische Figuren wie Martin Luther zu informieren.



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CARD 5

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 5 – Understanding the German-speaking World

Media, Art, Film, Music

Berlin als Kinokulisse



Hunderte Filme werden jedes Jahr in der deutschen Hauptstadt gedreht. Berlin als Kinokulisse prägt international das Image der Stadt. Berlin liefert Drehorte für Filme, deren Handlung eigentlich in einer anderen Stadt spielt.

Diskussionspunkt:

Seit der Wiedervereinigung ist Berlin ein beliebter Ort für internationale Filmproduktionen.



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CARD 6

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 6 – Understanding the German-speaking World

Media, Art, Film, Music

Hundertwasser in Wien



Friedensreich Hundertwasser, ein berühmter österreichischer Maler und Architekt, war ein Gegner der „geraden Linie“ und Standardisierung. Sowohl seine Bilder als auch seine Gebäude sind durch fantasievolle Lebendigkeit und Individualität ausgezeichnet.

Diskussionspunkt:

Künstler wie Hundertwasser spielen eine große Rolle in der modernen Welt.



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CARD 7

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 7 – Diversity and Difference***Migration and Immigration******Flüchtlinge spielen Fußball***

Jeden Dienstag lädt ein Fußballverein in Bonn Jugendliche aus dem benachbarten Flüchtlingsheim ein, um Fußball zu spielen. Es gibt ihnen die Möglichkeit, Spaß zu haben und Deutsch zu lernen.

Diskussionspunkt:

Sport, insbesondere Fußball, hilft viel bei der Integration.



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CARD 8

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 8 – Diversity and Difference

Discrimination and Diversity

Das Leben im Flüchtlingsheim



Seit die ersten Flüchtlinge ins Heim in Hamburg-Rahlstedt zogen, hat sich dort vieles verbessert. Aber zufriedener sind die Bewohner trotzdem nicht, weil es keine Ärzte, Freizeitangebote und richtige Zimmer gibt.

Diskussionspunkt:

Flüchtlinge brauchen mehr als nur ein Dach über dem Kopf.



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GERMAN – A level component 1

CARD 9

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 9 – Diversity and Difference

Cultural Enrichment and Celebrating Difference

Multikulti in der Küche



In vielen deutschen Städten wird Essen zum Dialog zwischen Kulturen. Eine Israelin und ein Palästinenser mischen deutsches Essen mit Gewürzen aus dem Nahen Osten. Ihre Leidenschaft hilft, Menschen unterschiedlicher Herkunft zusammenzubringen.

Diskussionspunkt:

Die Gastronomie hilft, Menschen aus verschiedenen Kulturen zu integrieren.



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GERMAN – A level component 1

CARD 10

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 10 – The Making of Modern Germany: 1989 onwards***Social Cohesion in Present-Day Germany******Deutschland nach Brexit***

Deutschland gehört zu den Gründungsstaaten der Europäischen Union und tritt auch in schwierigen Zeiten für den Zusammenhalt der Europäer ein. Nach Brexit wird es eine noch bedeutendere Rolle in der EU spielen.

Diskussionspunkt:

Die europäische Integration wird für Deutschland nach Brexit noch wichtiger.



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GERMAN – A level component 1

CARD 11

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 11 – The Making of Modern Germany: 1989 onwards***Initial and Subsequent Process of Reunification******1989: Die Jugend ging auf die Straße***

Ende der 80er Jahre gingen tausende junge Ostdeutsche auf die Straße, um für ihre Freiheit und die Demokratie zu demonstrieren. Doch nach der Wende änderten sich ihre Prioritäten.

Diskussionspunkt:

Die Wende hatte nicht nur positive Folgen für junge Deutsche in der ehemaligen DDR.



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CARD 12

2019

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 the assessment you must ask the examiner at least two relevant questions during task 2.

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.

Card 12 – The Making of Modern Germany: 1989 onwards***Social Cohesion in Present Day Germany******GroKo – die Große Koalition***

Die deutschen Wähler waren mit den alten politischen Ideen der Parteien unzufrieden. Deshalb gibt es nach den letzten Parlamentswahlen in Deutschland eine neue Koalitionsregierung aus CDU, CSU und SPD.

Diskussionspunkt:

GroKo verspricht viel für Deutschland.



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GERMAN – A level component 1

CARDS 1-12

EXAMINER'S BOOKLET

2019

A820U101E
01

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 pro-forma providing the title of their research project and outlining up to 10 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 will be sent by the centre to the visiting examiner at least three weeks **before** the beginning of the assessment period in April. 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 German.

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 German of an independent research project, selected by the candidate. 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 German comprising responses by the candidate to questions relating to their independent research project. The questions will be set and asked by the visiting examiner. The discussion will last **9-10 minutes maximum**.

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 German based on a stimulus card containing an image with related text on one of the sub-themes, as set out in this 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 that 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.

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 German 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(s) when 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 a copy of 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 the copy only contains notes in English. A copy of a pro-forma found to contain notes in German 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 maximum**. At the end of the discussion on the presentation, if a copy of 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 German 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 whole sentences or a complete text. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity.

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 copy of the pro-forma used by the candidate until the end of the Enquiry about Results period.

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 circumstance the visiting examiner will inform WJEC immediately and inform the examinations' officer at the centre.

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 his/her independent research project, the examiner can choose an alternative set of cards.

German 2019			
Candidate no.	Cards	Candidate no.	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

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Card 1 – Being a Young Person in German-speaking Society

Families and Citizenship

Elterngeld

In Deutschland sollen Väter motiviert werden, zu Hause zu bleiben, damit Mütter zu ihrem Job zurückkehren können. Deshalb gibt es jetzt bis zu 14 Monate Elterngeld, um die Familie finanziell zu unterstützen.

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

Das Elterngeld ist eine große Motivation für Väter, nach der Geburt des Kindes zu Hause zu bleiben.

Inwieweit 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 sollen Eltern in Deutschland staatliche finanzielle Unterstützung für ihre Kinder bekommen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • who receives the parent allowance • what its purpose is In response to the unseen question the candidate may discuss: • the benefits to families • the cost to the state The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 2 – Being a Young Person in German-speaking Society

Families and Citizenship

Sport in der Schweiz

Sport hat unter Schweizer Jugendlichen ein sehr gutes Image, denn Sportaktivitäten sind ein guter Weg, gleichgesinnte junge Menschen zusammenzubringen. Durch Sport lernt man Respekt, Disziplin und Teamgeist. Schweizer Jugendliche, die Sport treiben, sind besser auf das Leben vorbereitet.

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

Sport genießt in der Schweiz ein positives Image.

Inwieweit 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 kann ein weltberühmter Sportler junge Menschen beeinflussen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether sport prepares young people for life situations • whether sport makes them well-balanced In response to the unseen question the candidate may discuss: • celebrity role models • encouraging young people to develop aspirations The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 3 – Being a Young Person in German-speaking Society

Education and Employment

Schulstress

In Deutschland leidet fast jeder zweite Schüler unter den Anforderungen des Alltags. Mädchen fühlen sich dabei häufiger gestresst als Jungen und beklagen sich über Kopfschmerzen, Rückenschmerzen und Schlafstörungen.

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

Energydrinks können Schülern helfen, die unter Stress in der Schule leiden.

Inwieweit 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 leiden junge Deutsche so viel unter Stress im Alltag?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • symptoms young people suffer from in daily life in Germany • ways to alleviate stress In response to the unseen question the candidate may discuss: • social pressure • school pressure The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 4 – Understanding the German-speaking World

Regional Culture and Heritage

Reformationsjubiläum

Zum 500. Reformationsjubiläum Martin Luthers gibt es viele Neuerscheinungen: Biografien, Bildbände und seine wichtigsten Schriften. Aber es geht nicht nur um den Reformator, sondern auch um den Familienvater, Freund und Ehemann.

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

Es ist wichtig, sich über historische Figuren wie Martin Luther zu informieren.

Inwieweit 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 wichtig ist es heutzutage, solche Jubiläen zu feiern?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • what we can learn from them • why they are famous In response to the unseen question the candidate may discuss: • celebrating historical anniversaries in our society • their significance in modern life The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 5 – Understanding the German-speaking World

Media, Art, Film, Music

Berlin als Kinokulisse

Hunderte Filme werden jedes Jahr in der deutschen Hauptstadt gedreht. Berlin als Kinokulisse prägt international das Image der Stadt. Berlin liefert Drehorte für Filme, deren Handlung eigentlich in einer anderen Stadt spielt.

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

Seit der Wiedervereinigung ist Berlin ein beliebter Ort für internationale Filmproduktionen.

Inwieweit 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 wichtig ist Deutschland in der internationalen Filmindustrie?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the importance of Berlin in the film industry • how its image has changed since unification In response to the unseen question the candidate may discuss: • Germany's role in the international film industry • the future of German-speaking films The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 6 – Understanding the German-speaking World

Media, Art, Film, Music

Hundertwasser in Wien

Friedensreich Hundertwasser, ein berühmter österreichischer Maler und Architekt, war ein Gegner der „geraden Linie“ und Standardisierung. Sowohl seine Bilder als auch seine Gebäude sind durch fantasievolle Lebendigkeit und Individualität ausgezeichnet.

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

Künstler wie Hundertwasser spielen eine große Rolle in der modernen Welt.

Inwieweit 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 wichtig ist Kunst für junge Menschen heutzutage?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • reasons why artists like Hundertwasser are important in Austria • why his works of art are so special In response to the unseen question the candidate may discuss: • the importance of art in the modern world • how important art is to themselves The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 7 – Diversity and Difference

Migration and Immigration

Flüchtlinge spielen Fußball

Jeden Dienstag lädt ein Fußballverein in Bonn Jugendliche aus dem benachbarten Flüchtlingsheim ein, um Fußball zu spielen. Es gibt ihnen die Möglichkeit, Spaß zu haben und Deutsch zu lernen.

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

Sport, insbesondere Fußball, hilft viel bei der Integration.

Inwieweit stimmst du mit dieser Aussage überein?

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

Welche anderen Möglichkeiten gibt es für Flüchtlinge, Spaß zu haben und Deutsch zu lernen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how sport can help with integration • popularity of football In response to the unseen question the candidate may discuss: • other free time activities • how they can help with integration The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 8 – Diversity and Difference

Discrimination and Diversity

Leben im Flüchtlingsheim

Seit die ersten Flüchtlinge ins Heim in Hamburg-Rahlstedt zogen, hat sich dort vieles verbessert. Aber zufriedener sind die Bewohner trotzdem nicht, weil es keine Ärzte, Freizeitangebote und richtige Zimmer gibt.

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

Flüchtlinge brauchen mehr als nur ein Dach über dem Kopf.

Inwieweit 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 kann man Flüchtlingsheime attraktiver machen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why refugees are discontent • if they should live without services or support In response to the unseen question the candidate may discuss: • how to make refugee homes more attractive • which services are an essential part of social infrastructure The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 9 – Diversity and Difference

Cultural Enrichment and Celebrating Difference

Multikulti in der Küche

In vielen deutschen Städten wird Essen zum Dialog zwischen Kulturen. Eine Israelin und ein Palästinenser mischen deutsches Essen mit Gewürzen aus dem Nahen Osten. Ihre Leidenschaft hilft, Menschen unterschiedlicher Herkunft zusammenzubringen.

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

Die Gastronomie hilft, Menschen aus verschiedenen Kulturen zu integrieren.

Inwieweit 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 kann man sonst Menschen unterschiedlicher Herkunft zusammenbringen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • how food can bring people of different nationalities together • positive aspects for German people In response to the unseen question the candidate may discuss: • other opportunities for integrating people of different nationalities • how cultural barriers can be broken down The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 10 – The Making of Modern Germany

Social Cohesion in Present Day Germany

Deutschland nach Brexit

Deutschland gehört zu den Gründungsstaaten der Europäischen Union und tritt auch in schwierigen Zeiten für den Zusammenhalt der Europäer ein. Nach Brexit wird es eine noch bedeutendere Rolle in der EU spielen.

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

Die europäische Integration wird für Deutschland nach Brexit noch wichtiger.

Inwieweit 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 Vor-und Nachteile gibt es für Deutschland in der Europäischen Union?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the role of Germany within the EU • why European integration is so important to Germany In response to the unseen question the candidate may discuss: • the advantages • the disadvantages The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 11 – The Making of Modern Germany: 1989 onwards

Initial and Subsequent Process of Reunification

1989: Die Jugend ging auf die Straße

Ende der 80er Jahre gingen tausende junge Ostdeutsche auf die Straße, um für ihre Freiheit und die Demokratie zu demonstrieren. Doch nach der Wende änderten sich ihre Prioritäten.

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

Die Wende hatte nicht nur positive Folgen für junge Deutsche in der ehemaligen DDR.

Inwieweit 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 schwierig war es für die Deutschen in den neuen Bundesländern sich an das neue Leben zu gewöhnen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • positive consequences for young people • negative consequences, leading to unknown fears In response to the unseen question the candidate may discuss: • difficulties in integration for young people from the East • developing understanding for both sides The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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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 12 – The Making of Modern Germany: 1989 onwards

Social Cohesion in Present Day Germany

GroKo – die Große Koalition

Die deutschen Wähler waren mit den alten politischen Ideen der Parteien unzufrieden. Deshalb gibt es nach den letzten Parlamentswahlen in Deutschland eine neue Koalitionsregierung aus CDU, CSU und SPD.

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

GroKo verspricht viel für Deutschland.

Inwieweit 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 wichtig ist das Thema Politik für junge Deutsche?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • opportunities the new coalition promises • possible disadvantages of Groko In response to the unseen question the candidate may discuss: • reasons why politics are important to young German people • how politics is changing in Europe The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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