GCE A LEVEL

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WJEC Eduqas GCE A LEVEL in

GERMAN

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SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



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For teaching from 2016
For award from 2018

GCE A LEVEL GERMAN

SAMPLE ASSESSMENT MATERIALS

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

Duration 21-23 minutes in total
(including 5 minutes preparation time)

SAMPLE ASSESSMENT MATERIALS

INSTRUCTIONS TO CANDIDATES

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INFORMATION FOR CANDIDATES

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- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks

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Card 1 - The making of modern Germany: 1989 onwards

3. Oktober - Tag der Deutschen Einheit



Am 9.November 1989 fiel die Mauer, die Ost- und Westdeutschland voneinander trennte. Die offizielle Wiedervereinigung fand allerdings erst ein Jahr später statt: am 3.Oktober 1990. Seitdem ist dieser Tag ein Feiertag.

Diskussionspunkt:

Der dritte Oktober 1990 war ein Tag der Freude für Deutsche.

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A LEVEL GERMAN

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Card 2 – Understanding the German-speaking world

Bilder sind die neuen Worte!



Bilder sind die neuen Worte - zumindest für Österreichs jugendliche Internetnutzer. Selfies, Fotos von Freunden, besondere Momente - neun von zehn Jugendlichen posten wöchentlich zumindest ein Foto oder Video im Internet.

Diskussionspunkt:

Snapchat ist bei Jugendlichen in Deutschland/Österreich/der Schweiz so beliebt.

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A LEVEL GERMAN

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Card 3 – Understanding the German-speaking world

So viel Geld bringt der Kölner Karneval ein



Für viele Menschen ist Karneval die beste Zeit des Jahres. So leben in Köln etwa 40.000 Beschäftigte ganzjährig vom Karneval, zudem geben die Karnevalbesucher zwei Milliarden Euro für Kostüme und Co. aus. Der Karneval ist ein wichtiger Wirtschaftsfaktor, auf den Köln und die Region angewiesen sind.

Diskussionspunkt:

Man sollte alte Traditionen wie Fasching oder Karneval in Deutschland/Österreich/der Schweiz beibehalten.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 4 – Being a young person in a German-speaking society

Erasmus+

EU-Programm für allgemeine und berufliche Bildung, Jugend und Sport



Jeder dritte deutsche Studierende verbringt ein Semester im Ausland. Mit dem erweiterten Förderprogramm "Erasmus+" sollen die Zahlen nun europaweit weiter steigen, auch bei Schülern und Auszubildenden.

Diskussionspunkt:

Jeder Student in Deutschland/Österreich/der Schweiz sollte ein Semester auf einer Universität im Ausland verbringen.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

Duration 21-23 minutes in total
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SAMPLE ASSESSMENT MATERIALS

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

Neue Formen des Zusammenlebens



Wenn Kinder zwei Mütter oder drei Stiefgeschwister haben, wenn die WG-Mitbewohnerin zur Ersatzoma wird oder Eltern keinen Trauschein wollen - dann sind wir in Deutschlands Wirklichkeit angekommen. Das ist alles heute Familie.

Diskussionspunkt:

Die traditionelle Ehe hat keine Zukunft in Deutschland/Österreich/der Schweiz.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 6 - Diversity and Difference

Der Schlüssel zum Alltag



Für ein erfülltes Leben in Deutschland ist nichts wichtiger als eines: Man muss Deutsch sprechen können. Nur so kann man seinen Alltag bewältigen, Chancen nutzen und Kontakte knüpfen.

Diskussionspunkt:

Ausländer in Deutschland/Österreich/der Schweiz müssen sich in der Gesellschaft gut integrieren.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 7 – Diversity and Difference

Karriere in der Fremde



Die meisten Menschen kommen aus Familiengründen oder als Asylsuchende nach Deutschland. Wer aber seine Heimat verlässt, um nach Deutschland einzuwandern, tut das meist, um sein Leben zu verbessern. Doch welche Chancen haben Einwanderer auf dem deutschen Arbeitsmarkt?

Diskussionspunkt:

Immer mehr Ausländer kommen nach Deutschland/Österreich/der Schweiz, um zu arbeiten.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 8 – Understanding the German-speaking world

Immer weniger junge Menschen gehen ins Kino



Dass die Jugend seltener ins Kino geht, weil die Konkurrenz durch Social Media, Videospiele usw. zunimmt, ist bekannt. Eine Studie zeigt allerdings, dass der Rückgang mehr als deutlich ist.

Diskussionspunkt:

Die Filmindustrie kann immer weniger Menschen in Deutschland/Österreich/der Schweiz dafür begeistern, ins Kino zu gehen.

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A LEVEL GERMAN

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Card 9 - The making of modern Germany: 1989 onwards

Die Währungsunion 1990



Nach der Öffnung der Mauer im November 1989 wurde von der Bevölkerung in der DDR sehr bald die Einführung der D-Mark und damit die Abschaffung der Mark der DDR gefordert.

Diskussionspunkt:

Die Währungsunion 1990 war ein großes wirtschaftliches und soziales Experiment für Deutschland.

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COMPONENT 1: SPEAKING

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Card 10 - Being a young person in German-speaking society

Mobbing – Schluss damit



Mobbing schadet allen! Denen, die gemobbt werden. Denen, die dabei zuschauen. Und letztlich sogar den Mobbern selbst. Deshalb muss Mobbing beendet werden - auch von dir! Von allein hört es nämlich nicht auf!

Diskussionspunkt:

Mobbing ist ein großes Problem an Schulen in Deutschland/Österreich/der Schweiz.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 11 – Diversity and difference

Diskriminierung in Deutschland 2015 - Sie haben es erlebt?



Wegen Ihrer Behinderung oder Ihres Alters werden Sie nicht zu Vorstellungsgesprächen eingeladen, obwohl Sie sehr gut qualifiziert sind? Werden Sie gemobbt, weil Sie lesbisch oder schwul sind?

Diskussionspunkt:

Man muss in Deutschland/Österreich/der Schweiz mehr tun, um Minderheiten zu integrieren.

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A LEVEL GERMAN

COMPONENT 1: SPEAKING

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Card 12 - The making of modern Germany

Merkel wirbt für Einbürgerungen



Zum ersten Mal in der Geschichte der Bundesrepublik haben Zuwanderer ihre Einbürgerungsurkunden[1] bekommen. Bundeskanzlerin Angela Merkel hat 16 deutschen Neubürgern in einer Zeremonie ihre Einbürgerungsurkunden[1] überreicht.

Diskussionspunkt:

Alle Zuwanderer sollten offiziel (durch Einbürgerungsteste) in Deutschland eingebürgert werden.

1 Einbürgerungsurkunden = certificate of citizenship

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Examiner's Copy

Card 1 - The making of modern Germany: 1989 onwards

3. Oktober - Tag der Deutschen Einheit

Am 9.November 1989 fiel die Mauer, die Ost- und Westdeutschland voneinander trennte. Die offizielle Wiedervereinigung fand allerdings erst ein Jahr später statt: am 3.Oktober 1990. Seitdem ist dieser Tag ein Feiertag.

http://www.helles-koepfchen.de/?suche=3+oktober+tag+der+deutschen+einheit

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

„ Der dritte Oktober 1990 war ein Tag der Freude für Deutsche." 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 schwierig war die Wiedervereinigung für die Deutschen ?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why the 3rd October 1990 was a day of joy for Germans • that the wall fell and Germany was reunited once again In response to the unseen question the candidate may discuss: • the difficulties of integrating the East with the West • examples of the challenges faced e.g social, economic etc 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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Examiner's Copy

Card 2 – Understanding the German-speaking world

Bilder sind die neuen Worte!

Bilder sind die neuen Worte - zumindest für Österreichs jugendliche Internetnutzer. Selfies, Fotos von Freunden, besondere Momente - neun von zehn Jugendlichen posten wöchentlich zumindest ein Foto oder Video im Internet.

Adaptiert von: https://www.edugroup.at/bildung/news/detail/bilder-sind-die-neuen-worte.html

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

„Snapchat ist bei Jugendlichen in Deutschland/Österreich/der Schweiz so beliebt." 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.

Verbringen Jugendliche in Deutschland/Österreich/der Schweiz zu viel Zeit mit ihrem Smartphone?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why the App Snapchat is so popular with young people • it's a new way of communication; it's quick and spontaneous; you can create a story In response to the unseen question the candidate may discuss: • that some young people do spend too much time on their phone: it's almost an addiction • young people could be doing something more useful; they could be spending more time on their studies or hobbies 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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Examiner's Copy

Card 3 – Understanding the German-speaking world

So viel Geld bringt der Kölner Karneval ein

Für viele Menschen ist Karneval die beste Zeit des Jahres. So leben in Köln etwa 40.000 Beschäftigte ganzjährig vom Karneval, zudem geben die Karnevalbesucher zwei Milliarden Euro für Kostüme und Co. aus. Der Karneval ist ein wichtiger Wirtschaftsfaktor, auf den Köln und die Region angewiesen sind.

Quelle: http://www.n-tv.de/mediathek/videos/wirtschaft/So-viel-Geld-bringt-der-Koelner-Karneval-ein-article16925381.html

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

„Man sollte alte Traditionen wie Fasching oder Karneval in Deutschland/Österreich/der Schweiz beibehalten." 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.

Haben alte Traditionen in Deutschland/Österreich/der Schweiz noch eine Zukunft?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why we should keep old traditions such as *Karneval/Fasching* • the economic benefits of traditions In response to the unseen question the candidate may discuss: • the religious importance of old traditions • the historical and cultural importance of old traditions The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

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

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Card 4 – Being a young person in a German-speaking society

Erasmus+

EU-Programm für allgemeine und berufliche Bildung, Jugend und Sport

Jeder dritte deutsche Studierende verbringt ein Semester im Ausland. Mit dem erweiterten Förderprogramm "Erasmus+" sollen die Zahlen nun europaweit weiter steigen, auch bei Schülern und Auszubildenden.

Quelle: http://www.dw.com/de/eu-parlament-beschließt-erasmus/a-16937408

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

„Jeder Student in Deutschland/Österreich/der Schweiz sollte ein Semester auf einer Universität im Ausland verbringen." Inwiefern stimmst du mit dieser Aussage überein?

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

Welche anderen Wege gibt es für junge Leute in Deutschland/Österreich/der Schweiz, Europa zu erfahren?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why every student should spend a term at a university abroad • the opportunity to improve foreign language skills and improved job prospects after university In response to the unseen question the candidate may discuss: • getting a job • doing voluntary work The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

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

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

Neue Formen des Zusammenlebens

Wenn Kinder zwei Mütter oder drei Stiefgeschwister haben, wenn die WG-Mitbewohnerin zur Ersatzoma wird oder Eltern keinen Trauschein wollen - dann sind wir in Deutschlands Wirklichkeit angekommen. Das ist alles heute Familie.

Quelle: http://wwwfaz.net/aktvell/wirtschaft/wirtschaftspolitik/neve-familienformen

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

„Die traditionelle Ehe hat keine Zukunft 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.

Sollten Eltern in Deutschland/Österreich/der Schweiz verheiratet sein, um Kinder zu haben?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether marriage has a future • advantages/disadvantages of marriage In response to the unseen question the candidate may discuss: • yes - children need a mother and father / stability, security • no – children just need love / there are other sorts of partnerships The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

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

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Card 6 - Diversity and Difference

Der Schlüssel zum Alltag

Für ein erfülltes Leben in Deutschland ist nichts wichtiger als eines: Man muss Deutsch sprechen können. Nur so kann man seinen Alltag bewältigen, Chancen nutzen und Kontakte knüpfen.

Quelle: http://www.dw.com/de/der-schl%C3%BCssel-zum-alltag/a-18720352

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

„Ausländer in Deutschland/Österreich/der Schweiz müssen sich in der Gesellschaft gut 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.

Marginalisierung ist oft ein Problem für viele Ausländergruppen in Deutschland/Österreich/der Schweiz. Wie kann man das Problem lösen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • the importance of the integration of foreigners into society • foreigners should learn the language, embrace the culture etc In response to the unseen question the candidate may discuss: • why foreigners are often marginalised in society • how we can help solve the problem eg through education 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

Karriere in der Fremde

Die meisten Menschen kommen aus Familiengründen oder als Asylsuchende nach Deutschland. Wer aber seine Heimat verlässt, um nach Deutschland einzuwandern, tut das meist, um sein Leben zu verbessern. Doch welche Chancen haben Einwanderer auf dem deutschen Arbeitsmarkt?

Quelle: http://www.dw.com/de/karriere-in-der-fremde/a-15496056

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

„Immer mehr Ausländer kommen nach Deutschland/Österreich/der Schweiz, um 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.

Warum ist es als Ausländer manchmal nicht einfach, einen Job in Deutschland/Österreich/der Schweiz zu finden?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether more and more foreigners are coming to Germany or German-speaking countries/communities for work • other reasons why foreigners are coming to Germany or German-speaking countries/communities eg to seek asylum In response to the unseen question the candidate may discuss: • why it is sometimes not easy for a foreigner to find a job • the need to learn the language, have qualifications etc 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 – Understanding the German-speaking world

Immer weniger junge Menschen gehen ins Kino

Dass die Jugend seltener ins Kino geht, weil die Konkurrenz durch Social Media, Videospiele usw. zunimmt, ist bekannt. Eine Studie zeigt allerdings, dass der Rückgang mehr als deutlich ist.

Quelle: http://www.filmstarts.de/nachrichten/18492225.html

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

„Die Filmindustrie kann immer weniger Jugendlichen in Deutschland/Österreich/der Schweiz dafür begeistern, ins Kino zu gehen." 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 kann Kino für jüngere Zielgruppen in Deutschland/Österreich/der Schweiz wieder attraktiver werden?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why fewer and fewer young people want to go to the cinema • that young people prefer to watch films online at home In response to the unseen question the candidate may discuss: • a visit to the cinema must be a unique experience; better than watching a film at home • comfortable seats; a big screen; excellent sound; good prices 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 - The making of modern Germany: 1989 onwards

Die Währungsunion 1990

Nach der Öffnung der Mauer im November 1989 wurde von der Bevölkerung in der DDR sehr bald die Einführung der D-Mark und damit die Abschaffung der Mark der DDR gefordert.

Quelle: www.kas.de

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

„Die Währungsunion 1990 war ein großes wirtschaftliches und soziales Experiment für Deutschland." 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.

In welchen Hinsichten hat diese Union zu der Bildung einer neuen deutschen Identität beigetragen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether monetary union in 1990 was an economic and social experiment • the risks involved in unification In response to the unseen question the candidate may discuss: • post union divisions and differences • other issues related to identity (e.g. due to immigration) The above points are suggestions only and reward will be given for **all relevant points** argued by the candidate.

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

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Card 10 - Being a young person in German-speaking society

Mobbing – Schluss damit

Mobbing schadet allen! Denen, die gemobbt werden. Denen, die dabei zuschauen. Und letztlich sogar den Mobbern selbst. Deshalb muss Mobbing beendet werden - auch von dir! Von allein hört es nämlich nicht auf!

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

„Mobbing ist ein großes Problem an Schulen 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.

Was können junge Leute in Deutschland/Österreich/der Schweiz tun, um sich vor Cybermobbing zu schützen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • why bullying is a big problem in German-speaking schools • other school problems In response to the unseen question the candidate may discuss: • what young people can do to protect themselves from cyber-bullying • examples of risks; how to be safe online 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

Diskriminierung in Deutschland - Sie haben es erlebt?

Wegen Ihrer Behinderung oder Ihres Alters werden Sie nicht zu Vorstellungsgesprächen eingeladen, obwohl Sie sehr gut qualifiziert sind? Werden Sie gemobbt, weil Sie lesbisch oder schwul sind?

Quelle: www.antidiskeriminierungsstelle.de

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

„Man muss in Deutschland/Österreich/der Schweiz mehr tun, um Minderheiten 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.

Für welche Gruppen in Deutschland/Österreich/der Schweiz ist Diskrimination im Alltag ein Thema und wie kann man sie bekämpfen?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether one needs to do more to integrate minorities • different minorities in Germany or German-speaking countries/communities and how they may feel excluded or subject to discrimination In response to the unseen question the candidate may discuss: • examples of discrimination (gender/ability/age based) • strategies to promote inclusion 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

Merkel wirbt für Einbürgerungen

Zum ersten Mal in der Geschichte der Bundesrepublik haben Zuwanderer ihre Einbürgerungsurkunden[1] bekommen. Bundeskanzlerin Angela Merkel hat 16 deutschen Neubürgern in einer Zeremonie ihre Einbürgerungsurkunden[1] überreicht.

Einbürgerungsurkunden[1]: certificate of citizenship

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

„ Alle Zuwanderer sollten offiziel (durch Einbürgerungsteste) in Deutschland eingebürgert werden." 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 Vorteile und welche Herausforderungen gibt es für Deutschland, da es so viele „Ausländergruppen" gibt?

AO4	In response to the discussion point on the stimulus card the candidate may discuss: • whether all immigrants should become naturalised citizens • whether you can learn to be a citizen of Germany or German-speaking countries/communities In response to the unseen question the candidate may discuss: • positive effects of immigration • challenges of immigration for German-speaking society 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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COMPONENT 1: Speaking (60 total marks)

Principles of Marking

Conduct of the Speaking assessment

As the examiner you must familiarise yourself 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. It is essential for the smooth running of the examination that these instructions are adhered to by all. 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.

Between task 1 and 2, remember to pause the recording (during the 5 minutes preparation time allocated to the candidate prior to the assessment of task 2). Restart the recording again when task 2 commences.

- 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.

See information below regarding advice on awarding marks using banded mark schemes.

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

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 select two themed based stimulus cards using a grid which will be provided by WJEC each year. The candidate must choose which of the two cards he / she wishes to prepare for task 2.

An example of a grid appears on the following page. Please make sure that you offer the candidates the following two cards in order for each candidate. Should the card be on the same theme as chosen for the independent study, please replace the original card with the next card in the pack. Should there be more than 24 candidates in a centre, start the card grid order from the beginning.

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Please see below for an example of a grid showing how the task 2 stimulus cards should be selected for each candidate. A new grid will be provided by WJEC each year.

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

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, 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 for that section. If the descriptors at the lowest band are satisfied, 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 response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. 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 is 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 conent is **not exhaustive** and is for **guidance only. All valid responses must be given credit.**

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

When marking you should record a mark for each AO.

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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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.
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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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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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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Candidate Name	Centre Number					Candidate Number				
						0				

A LEVEL GERMAN

COMPONENT 2: LISTENING, READING AND TRANSLATION

2 hours 30 minutes

SAMPLE ASSESSMENT MATERIALS

ADDITIONAL MATERIALS

In addition to this question paper you will be issued with a recording for use with Section A, which you will access individually. Within the overall time of the assessment you will be allowed to stop, rewind and listen to the recording as often as you like.

You will also be issued with a reading resource folder for use with Section B.

INSTRUCTIONS TO CANDIDATES

Answer all questions.
Write your answers **in ink** for all questions.
Write your answers in the spaces provided in the booklet.

No dictionaries are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 100 marks.

The number of marks is given in brackets at the end of each question or part-question.

There are 3 sections to the exam and you are advised to spend:

- 45 minutes on Section A
- 45 minutes on Section B, of which you should spend 5 minutes reading
- 1 hour on Section C.

No certificate will be awarded to a candidate who is found to be involved in any unfair practice during the examination.

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Section A – Listening (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 2 is a summary question. You are not required to write in full sentences. You may use words from the listening extract, but you must not transcribe whole sections.

Question 1 **[5]**

Höre dir Hörtext 1 über Jugendgruppen in Deutschland gut an; dann mache Sätze. **Finde den richtigen Satzteil Liste B, der mit dem jeweiligem Satzbeginn Liste A zusammenpasst.**

Liste A

Beispiel:

Für Andrea ist es sehr wichtig,		**o**	
(a)	Laut Andrea beraten Freunde/innen einander		[1]
(b)	Für Andrea sollte die gemeinsame Zeit in der Jugendgruppe		[1]
(c)	Jugendliche, die zusammen sein und Musik hören wollen, können		[1]
(d)	Andrea meint, dass Politiker		[1]
(e)	Nicht alle Jugendgruppenmitglieder sind		[1]

Liste B

(f)	zu Fußgängerzonen gehen.
(g)	tolerant und freundlich zueinander in Jugendklubs.
(h)	über finanzielle Probleme.
(i)	doof sind.
(j)	über Schul-oder Berufsprobleme.
(k)	in einer Schule.
(l)	eine stressfreie Pause für junge Leute sein.
(m)	keine realistische Idee von Jugendklubs haben.
(n)	nicht immer leicht einen Freiraum finden.
(o)	**die Freizeit mit ihrer Freundenclique zu verbringen.**

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Question 2 **[5]**

Höre dir Hörtext 2 über Thomas and Claudia gut an.

Schreib eine Zusammenfassung mit der folgenden Information **auf Deutsch**. Du brauchst nicht, ganze Sätze zu schreiben.

- Der Startpunkt für Studenten/innen im *Funpreneur*-Wettbewerb [1]
  Gib **ein** Detail.

.....
.....

- Womit Experte in den ersten 5 Wochen des Wettbewerbs den Studenten/innen helfen [2]
  Gib **zwei** Details.

.....
.....
.....
.....

- Vorteile für die Studenten/innen im *Funpreneur*-Wettbewerb, die das Preisgeld *nicht g*ewinnen [2]
  Gib **zwei** Details.

.....
.....
.....
.....

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Question 3 **[5]**

Höre dir Hörtext 3 über das Kunstmuseum gut an. Dann **ergänze die folgenden Sätze sinnvoll mit dem passenden Wort/den passenden Worten.**

Beispiel:

(a) Ein Museum wie das Kunstmuseum Pablo Picasso in Münster findet man _____ (oft /selten /ziemlich oft) in Deutschland. [1]

(b) In den Sonderausstellungen zeigt das Picasso-Museum Kunstwerke _____ (von Picasso und seinen Künstlerfreunden/von Picasso/von Picasso und seinen Künstlern aus Münster) [1]

(c) Picasso ist im Jahre _____ (1963 /1973 /1983) gestorben. [1]

(d) Bis zum Sommer 2013 hatten _____ (Millionen /einTausend /eine Million) Leute das Picasso-Museum besucht. [1]

(e) Im modernen Museumskomplex gibt es viel _____ (Licht /Lärm/Platz). [1]

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Question 4 **[15]**

Höre dir Hörtext 3 **noch mal** gut an, dann **beantworte diese Fragen <u>auf Deutsch</u>.**

Du darfst Worte vom Hörtext in deinen Antworten benutzen. **Du darfst aber ganze Sätze nicht kopieren.** Es ist nicht immer nötig, einen ganzen Satz zu schreiben**; wenn möglich, darfst du ein einziges Wort schreiben.**

(a) Was für Leute würden sich besonders für das Picasso-Museum in Münster interessieren? [1]

.....

.....

(b) Warum war das Picasso-Museum in Münster einmalig in Deutschland?
Gib **zwei** Gründe. [2]

.....

.....

(c) Manchmal hat das Picasso-Museum Sonderausstellungen. Woher genau kommen die Bilder und Kunstwerke für diese Ausstellungen? Gib **drei** Fakten. [3]

.....

.....

.....

(d) Neben dem Leben und dem Werk von Picasso, was können Museumsbesucher in diesen Sonderausstellungen sehen? Gib **zwei** Fakten. [2]

.....

.....

(e) Nach den ersten zehn Jahren was ist am Picasso-Museum passiert? [2]
Gib **zwei** Fakten.

.....

.....

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(f) Infolge der Besucherzahl 2013 im Museum, was ist die Meinung dieser Leute über Picassos Kunstwerke, glaubst du? [1]

.....

.....

(g) Drinnen ist das Picasso-Museum ein moderner Baukomplex. Was ist aber ungewöhnlich am Gebäude? Nenne **zwei** Aspekte. [2]

.....

.....

(h) Was erinnert den Besucher an Picasso auch auf dem Picasso-Platz? [2]
Gib **zwei** Fakten.

.....

.....

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Section B – Reading (30 marks)

Answer all questions. You are advised to spend 45 minutes on this section.

Question 6 is a summary question. You are not required to write in full sentences. You may use words from the extract, but you must not transcribe whole sections.

Question 5

Lies den Text *„Das Jubiläum des Mauerfalls“* und finde Worte im Text, die **die gleiche Bedeutung** wie die gegebenen Wörter haben. **[5]**

Beispiel:		
Vorbei	***Vergangen***	
im früheren Ostteil Deutschlands		[1]
als Gelegenheit nutzen		[1]
ohne viele Materialien		[1]
eine Summe, die gewonnen wird		[1]
bekannte Leute		[1]

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Question 6

Lies den Text *„Das Jubiläum des Mauerfalls“.*

Schreib eine Zusammenfassung mit der folgenden Information **auf Deutsch**. Du brauchst nicht, ganze Sätze zu schreiben. **[5]**

- Der Grund für das Jubiläum [1]

  Gib **ein** Detail.

.....
.....

- Die Preise, die es für die besten Darstellungen der Ereignisse vom Jahre 1989 gibt [2]

  Gib **zwei** Details.

.....
.....
.....
.....

- Die Preisverleihung [2]

  Gib **zwei** Details.

.....
.....
.....
.....

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Question 7 **[10]**

Lies das Gedicht *Das verlassene Mägdlein* von Eduard Mörike, dann wähle aus der Liste die richtigen Wörter aus, um die folgende Zusammenfassung sinnvoll zu ergänzen. Du darfst jedes Wort **nur einmal benutzen**. Worte bleiben übrig!

Dieses Gedicht handelt sich um ein (1) _____ , das jeden Morgen früh (2) _____ muss, um das Feuer in der Küche (3) _____ und das Haus dadurch (4) _____ zu machen. Sobald das Feuer gut (5) _____, wird es angenehm in der Küche, das Mädchen aber merkt das (6) _____ , weil es sich sehr (7) _____ fühlt. Warum? Das Mädchen sagt, dass es in der Nacht von ihrem Freund geträumt habe, nennt ihn einen (8) _____ Knaben und (9) _____ viel. Wir können also schätzen, dass sich der Freund eine (10) neue _____ gefunden hat.

Wortliste

weckt	neue	weinen	traurig
unzuverlässig	Träne	brennt	oft
weint	Dienstmädchen	Stelle	hell
aufsteht	wärmen	aufstehen	brennen
kaum	Knabe	warm	Freundin

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Question 8 **[10]**

Lies den ganzen Text 3 *„Jedes Jahr in Berlin: Karneval der Kulturen“,* dann beantworte die folgenden Fragen **auf Deutsch**.

Du kannst Wörter vom Text in deinen Antworten benutzen, du darfst aber **nicht** ganze Sätze kopieren. Es ist nicht immer nötig, einen ganzen Satz zu schreiben**; wenn möglich, darfst du ein einziges Wort schreiben.**

(a) Woher weiss man, dass der Karneval-Festzug sehr gross ist? [2]
Gib **zwei** Fakten.

.....

(b) Wie reagieren die Besucher auf den Karneval der Kulturen? Gib **ein** Detail. [1]

.....

.....

(c) Im Vergleich zu anderen deutschen Städten, wieviele Migranten hat die „Weltstadt“ Berlin? Gib **zwei** Fakten. [2]

.....

.....

(d) Was ist positiv an der Atmosphäre des Karnevals? Gib **zwei** Fakten. [2]

.....

.....

(e) Seit dem Jahre 2000, was gibt es als „Extra-Attraktion“ am Berliner Karneval für originelle Akteure? Gib **zwei** Fakten. [2]

.....

.....

(f) Laut Günter Piening, wie hat sich die Bedeutung des Karnevals für Berlin im Laufe der Jahre entwickelt? [1]

.....

.....

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Section C – Translation (40 marks)

Question 9 **[20]**

Translate the following text <u>into English</u>

Tatsächlich sind unter den ungefähr hundert Gruppen südamerikanische und afrikanische Gruppen besonders zahlreich, daneben natürlich deutsche und andere europäische. Doch obwohl Kreuzberg wegen seiner hauptsächlich türkischen Einwohner auch „Klein-Istanbul“ genannt wird, sind türkische Gruppen kaum vertreten. Die Teilnehmer zeigen sich in traditionellen Kostümen mit traditionellen Tänzen, oder sie kritisieren auch die Politik mit einer Politsatire. Sie wollen mit diesem Umzug zeigen, was ihnen wichtig ist: Tradition, Musik, Kunst, Politik, oder sie wollen schlicht darauf hinweisen, dass sie in dieser weltoffenen Vielvölkerstadt Berlin zu Hause sind: Wir alle sind Berliner. Das und die Musik ist es, was alle diese Leute verbindet.

……

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Question 10

Übersetze ins <u>Deutsche.</u> [20]

There are currently over five million young people in Europe who cannot find a job. The situation is worst in southern Europe, although the problem has existed in most European countries for a number of years. About 7 per cent of young Germans are unemployed, but in some parts of Europe, up to twenty per cent of young people neither go to school nor to work. How can this situation be improved? Firstly, the education system should give pupils the necessary qualifications before they look for work. Doing work experience is also important, and more jobs for young people must be created.

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A LEVEL GERMAN

COMPONENT 2: READING RESOURCE FOLDER FOR USE WITH SECTION B

SAMPLE ASSESSMENT MATERIALS

The folder need not be handed in with your answer book.

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For use with Section B, question 5 and 6

Lesetext 1

Das Jubiläum des Mauerfalls



25 Jahre sind seit der friedlichen Revolution in der DDR sowie dem Fall der Berliner Mauer vergangen. Wir möchten dieses Jubiläum des Mauerfalls zum Anlass nehmen, um 25 Menschen, Initiativen und Projekte der historisch-politischen Bildung (z.B. Gedenkstätten, Vereine, nationale und internationale Begegnungsprojekte, Zeitzeugenarbeit, digitale Angebote) auszuzeichnen, die sich besonders um die Vermittlung der historischen Ereignisse des Jahres 1989 verdient gemacht haben.

Ein Publikumspreis wird gemeinsam mit der Zeitschrift SUPERillu ausgelöst und vergeben. Für die weiteren 24 Preise können ab sofort Vorschläge eingereicht werden.

Wir suchen Menschen, Initiativen, Projekte, die:
- sich einsetzen für eine aktive, dabei nicht allein retrospektive Geschichtsauferarbeitung
- durch die Betonung einer gesamtdeutschen bzw. gesamteuropäischen Perspektive zum weiteren Zusammenwachsen von Ost und West beitragen
- europäische Akzente setzen.

Kriterien:
- europäische Akzente setzen
- innovative Formen der Vermittlung nutzen (z.B. in den Social Media).
- mit geringen Mitteln arbeiten
- den Bezug zur Gegenwart in ihrer Arbeit zeigen
- schulisch oder außerschulisch arbeiten
- bisher noch kaum / gar nicht öffentlich gefördert wurden.

Eine unabhängige Jury, die eigens für die Auszeichnung „25 Jahre Mauerfall: Geschichte erinnern – Gegenwart gestalten“ gebildet wird, bewertet die eingereichten Bewerbungen. 24 Gewinner/innen erhalten jeweils ein Preisgeld von 5.000 Euro. Ein Preis wird als Publikumspreis ausgeschrieben und ist mit 5.000 Euro dotiert.

Die Preisträger/innen werden von der Bundeszentrale für politische Bildung/bpb zur festlichen Preisverleihung am 9. Dezember 2014 nach Berlin eingeladen.

Zur Preisverleihung werden Persönlichkeiten aus Politik, Kultur und Medien zusammen mit Preisträger/innen des „Einheitspreis – Bürgerpreis zur Deutschen Einheit“ von 2002 bis 2012 erwartet.

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For use with Section B, question 7

Lesetext 2

Das verlassene Mägdlein [1] (Eduard Mörike 1804-75)

Früh, wann die Hähne krähn,
Eh' die Sternlein verschwinden,
Muss ich am Herde stehn,
Muss Feuer zünden.

Schön ist der Flammen Schein,
Es springen die Funken[2];
Ich schaue so drein,
In Leid versunken.

Plötzlich da kommt es mir,
Treuloser Knabe[3],
Dass ich die Nacht von dir
Geträumet habe.

Träne auf Träne dann
Stürzet hernieder:
So kommt der Tag heran -
O ging' er wieder!

([1] Mägdlein = maid; [2] Funken = sparks; [3] Knabe = lad,youth.)

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For use with Section B, question 8

Lesetext 3

Jedes Jahr in Berlin: Karneval der Kulturen



1. Mit einer afro-brasilianischen Zeremonie beginnt pünktlich um zwölf Uhr die große Schau. Ab 12.30 Uhr zieht dann der große farbenfrohe Festzug* durch Berlin-Kreuzberg und das Ganze dauert vom Mittag bis in den späten Abend. Jedes Jahr verzaubert und inspiriert dieser Festzug Hunderttausende von Besuchern in Berlin.

2. **Tatsächlich sind unter den ungefähr hundert Gruppen südamerikanische und afrikanische Gruppen besonders zahlreich, daneben natürlich deutsche und andere europäische. Doch obwohl Kreuzberg wegen seiner hauptsächlich türkischen Einwohner auch „Klein-Istanbul“ genannt wird, sind türkische Gruppen kaum vertreten. Die Teilnehmer zeigen sich in traditionellen Kostümen mit traditionellen Tänzen, oder sie kritisieren auch die Politik mit einer Politsatire. Sie wollen mit diesem Umzug* zeigen, was ihnen wichtig ist: Tradition, Musik, Kunst, Politik, oder sie wollen schlicht darauf hinweisen, dass sie in dieser weltoffenen Vielvölkerstadt Berlin zu Hause sind: wir alle sind Berliner. Das und die Musik ist es, was alle diese Leute verbindet** – ganz egal, welchem Kulturkreis sie angehören.

3. Seit 1996 findet der Karneval der Kulturen jedes Jahr am Pfingstwochenende statt. Organisator ist die Werkstatt der Kulturen in Berlin. Berlin ist „Weltstadt“ und Metropole mit der höchsten Anzahl an Migranten in ganz Deutschland. Deshalb steht für die Berliner Initiatoren und Veranstalter der Integrationsgedanke im Vordergrund des mehrtägigen Spektakels. Dazu trägt auch der „Karnevalsgedanke“ bei. Die traditionellen Umzüge und zahlreichen Musik-, und Theaterveranstaltungen sind eine Demonstration der bunten, friedlichen und toleranzbetonten kulturellen Vielfalt. Die jährlich ansteigenden Besucherzahlen machten das Festival zu einem internationalen Publikumsmagneten, ähnlich der Love Parade. Von Beginn an stand der große Umzug durch das Berliner Stadtzentrum im Mittelpunkt der Veranstaltung. Im Laufe der Jahre aber ist der Karneval zu einem viertägigen Straßenfest mit zahlreichen musikalischen und choreographischen Darbietungen gewachsen. Auch ein Kinderkarneval ist in der Zwischenzeit im Standardprogramm enthalten. Die Zahlen der Besucher stiegen von 50.000 im Jahr 1996 kontinuierlich an. 2008 konnten mehr als 1,5 Millionen Besucher gezählt werden.

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4. Auch die Teilnehmerzahl bei den Umzügen stieg stetig an, von anfangs 2200 auf heute fast 5000 Akteure. Originalität und Fantasie der Darbietungen wird seit dem Jahr 2000 mit Preisen zwischen 200 und 500 Euro ausgezeichnet. Meistens wird das Festival mit einer großen Abschlussparty gekrönt.

Der Karneval der Kulturen wird von Jahr zu Jahr immer wichtiger für die Stadt“, kommentiert Berlins Integrationsbeauftragter Günter Piening, „weil er den Vorteil, den die Einwanderer bringen, attraktiv in Szene setzt.“ Der Umzug verdeutliche, dass viele Migranten wirklich angekommen seien.

*Umzug, Festzug: (street-)parade

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COMPONENT 2: Listening, reading and translation (100 marks)

MARK SCHEME

General advice for examiners

During standardising (marking conference) the Principal Examiner will give detailed advice on marking. You will then receive examples of answers that have been awarded marks by the Principal Examiner:

- You should mark the examples and compare your marks with those of the Principal Examiner.
- When marking, you can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example.
- When marking answers in this component which require a written response you are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm the mark allocated is appropriate.
- You should mark positively and must consider all valid written responses. If there is any doubt whether a mark should be awarded, you must contact the Team Leader / Principal Examiner for advice.
- The marks per question or part question are given alongside each question in brackets.

Sections A and B

Listening and Reading Assessment – mark allocation

Marks	**AO1**	**AO2**	**Total marks**
Section A – Listening	**30**		**30**
Section B – Reading		**30**	**30**
Total	**30**	**30**	**60**

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Section A – Listening (30 marks)

Question 1

Transcript 1

Jugendgruppen im heutigen Deutschland : immer ein nettes Sozialleben.

Quelle: www.bpb.de/gesellschft/kultur/jugendkulturen-in-deutschland (Adapted)
[250 words]

Interviewer: Andrea, du bist Mitglied einer Jugendgruppe in deiner Stadt. Ist es wichtig, deine Freizeit mit deiner Freundengruppe zu verbringen?

Andrea: Sehr! Die Bedeutung des Freundeskreises für viele Jugendlichen hat zugenommen. Die Eltern kommen nur ins Spiel, wenn man grosse Probleme - sowie finanzielle - hat . Sonst, wenn es um Beruf, Schule oder Mode geht, fragt man die Freundesgruppe um Rat.
Interviewer: Ein Leben ohne die Clique, ist für viele Jugendlichen kaum denkbar, also!

Andrea: Jawohl. Man kann zum Beispiel Mitglied eines Sportvereins werden, einer kirchlichen Jugend- oder Musikgruppe zugehören, sich am Arbeitsplatz engagieren und für einige Stunden eine Pause zwischen Schulpflichten, Elterlichen- oder Arbeitsstress geniessen.
Interviewer: Eine entspannte Zeit also - man kann immer zusammen was unternehmen.

Andrea: Leider nicht. Eine meiner Freundinnen muss nach der Schule jobben, um Geld zu verdienen. Auch gibt es wenige öffentliche Freiräume, wo jugendliche Gruppen nur abhängen, reden und Musik hören können. Im kalten Winter ist das ein Problem, aber auch im Sommer, und wenn man sich vielleicht in Fußgängerzonen trifft, provoziert das ältere Leute, sogar wenn die Gruppe nicht zu laut ist, und man wird weggeschickt.
Interviewer: Das ist also ein Problem.

Andrea: Auch sind viele Jugendklubs fest in der Hand einer einzigen Clique. Alle Jugendlichen friedlich zusammen in einem Raum, wie sich das manche Politiker vorstellen, das funktioniert in der Realität selten. Probleme können bei der Gestaltung des Raumes und der Auswahl der Musik beginnen. Dieses Fehlen an Toleranz innerhalb vieler Gruppen nervt sogar viele Jugendlichen selbst. Wer mitmachen will, muss in vielen Gruppen genaue Spielregeln kennen und befolgen.

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Question 1

1 mark for each correct answer **[5]**

Höre dir Hörtext 1 über Jugendgruppen in Deutschland gut an; dann mache Sätze. **Finde den richtigen Satzteil Liste B, der mit dem jeweiligem Satzbeginn Liste A zusammenpasst.**

Liste A

Beispiel

Für Andrea ist es sehr wichtig,		**o**	
(a)	Laut Andrea, beraten Freunde/innen einander	**j**	[1]
(b)	Für Andrea sollte die gemeinsame Zeit in der Jugendgruppe	**l**	[1]
(c)	Jugendliche, die zusammen sein und Musik hören wollen, können	**n**	[1]
(d)	Andrea meint, dass Politiker	**m**	[1]
(e)	Nicht alle Jugendgruppenmitglieder sind	**g**	[1]

Liste B

(f)	zu Fußgängerzonen gehen.
(g)	tolerant und freundlich zueinander in Jugendklubs.
(h)	über finanzielle Probleme.
(i)	doof sind.
(j)	über Schul-oder Berufsprobleme.
(k)	in einer Schule.
(l)	eine stressfreie Pause für junge Leute sein.
(m)	keine realistische Idee von Jugendklubs haben.
(n)	nicht immer leicht einen Freiraum finden.
(o)	**die Freizeit mit ihrer Freundenclique zu verbringen. [Beispiel]**

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Question 2

Transcript 2

Thomas und Claudia diskutieren die Frage, dass Deutschland mehr Entrepreneure braucht.

Quelle: www.fu-berlin.de [247 Words]

Thomas: Du, Claudia, ich habe neulich im Internet gelesen, dass Deutschland mehr Entrepreneure braucht! Was ist das eigentlich, „Entrepreneure"?

Claudia: Das sind Menschen, die ihre eigenen Unternehmensprojekte auf die Beine stellen und entwickeln können. Die Freie Universität Berlin hat also den *Funpreneur*-Wettbewerb gestartet, weil sie will, dass mehr junge Leute Spaß daran bekommen, Entrepreneur zu werden.

Thomas: Was lernen sie durch diesen Wettbewerb?

Claudia: Dadurch können Studentinnen und Studenten aus allen Berliner Universitäten ausprobieren, ob sie das Talent haben, Unternehmer zu werden und eine Karriere daraus zu machen; und sie können Preise von insgesamt 2500 Euro gewinnen.

Thomas: Ja? Interessant. Aber was müssen die Studenten und Studentinnen im *Funpreneur*-Wettbewerb machen?

Claudia: Zuerst müssen sie eine eigene Geschäftsidee entwickeln . Dann bringen sie ein kleines Team zusammen und mit fünf Euro Startkapital eine Firma für nur 5 Wochen gründen. Im Laufe dieser 5 Wochen müssen sie ihre Geschäftsidee realisieren. Während dieser 5 Wochen werden sie bei der Entwicklung eines Geschäftsplans und mit den vielen anderen Aspekten ihrer Geschäftsidee von Wirtschaftsexperten unterstützt. Am Ende der 5 Wochen müssen sie das Ergebnis ihrer Zusammenarbeit zu einem Expertenteam präsentieren, das entscheidet, wie erfolgreich das Unternehmen war. Die besten drei Unternehmen teilen sich danach das Preisgeld von 2500 Euro.

Thomas: Toll! Aber was wird aus den Leuten, die beim Wettbewerb *nicht* gewinnen?

Claudia: Also, wer nicht gewinnt, hat trotzdem einen Bonus für den Lebenslauf, fünf Extrapunkte für das Bachelor-Examen und eine nützliche Erfahrung, die einem oft helfen kann, über den späteren Berufsweg zu entscheiden.

[5]

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Höre dir Hörtext 2 über Thomas and Claudia gut an.

Question 2

Schreib eine Zusammenfassung mit der folgenden Information **auf Deutsch**. Du brauchst nicht, ganze Sätze zu schreiben.

- Der Startpunkt für Studenten/innen im *Funpreneur*-Wettbewerb [1]

Acceptable	Reject/Notes	Marks
[die Studenten/innen müssen] eine/ihre eigene Geschäftsidee entwickeln/haben.	<u>eigene</u> Geschäftsidee needed	1

- Womit Experte in den ersten 5 Wochen des Wettbewerbs den Studenten/innen helfen [2]

Acceptable	Reject/Notes	Marks
mit [der Entwicklung vom] dem/ihrem Geschäftsplan (1) mit anderen Aspekten der / ihrer Geschäftsidee [des /ihres Geschäftsplans] (1)	reject mit €5 / Geld /Startkapital	2

- Vorteile für die Studenten/innen im *Funpreneur*-Wettbewerb, die das Preisgeld *nicht* gewinnen [2]

Acceptable	Reject/Notes	Marks
Any **two** of: einen Bonus für ihren/den Lebenslauf/für das Leben haben (1) [fünf] Extrapunkte für ihre [Bachelor] Examen (1) [nützliche] Erfahrung [für den Beruf] (1)	needs Lebenslauf /Leben for the mark needs to mention exam	2

Summary Question requiring a response in German

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete sections lifted from the extract.
- Answers in German which have a German spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

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Question 3

Transcript 3

Quelle: tourismus@stadt-muenster.de (Adapted)

[**386 words**]

Ein einmaliges Kunstmuseum in Münster

Das Museum heute

Lieben Sie Kunst? Haben Sie Pläne, eines Tages Deutschland zu besuchen? Dann machen Sie mal eine Kunstreise und kommen Sie mal nach der schönen Stadt Münster!

Leute, die sich für Kunst interessieren, besonders für moderne Kunst, finden im deutschen Bundesland Nordrheinwestfalen ein modernes und ungewöhnliches Museum. Das Kunstmuseum Pablo Picasso in Münster ist das erste und bisher einzige Picasso-Museum in Deutschland. Das Museum hat eine Größe von rund 600 Quadratmetern und drinnen kann der Besucher verschiedene Aspekte der reichen Sammlung von Kunstwerken des Museums bewundern.

Auch gibt es ab und zu Sonderausstellungen im Museum. Diese Ausstellungen haben Bilder und andere Werke aus Museen und Sammlungen aus der ganzen Welt. Diese Kunstwerke zeigen dem Besucher nicht nur das Leben und Werk von Picasso, sondern auch das Leben und Werk von seinen Künstlerfreunden, und sogar auch Werke von anderen Leuten der Lebenszeit Picassos, der 1973 gestorben ist, im Alter von 91 Jahren.

Am Anfang hiess dieses Museum „Graphikmuseum Pablo Picasso Münster“, aber im Jahre 2010, als man seinen zehnten Geburtstag feierte, hat man den Namen des Museums geändert. Jetzt heisst es „Kunstmuseum Pablo Picasso Münster“. Im Sommer 2013, dreizehn Jahre nach seiner Öffnung, hatte das Haus am Picassoplatz schon eine Million Besucher bekommen.

Die Geschichte des Gebäudes

Das Kunstmuseum Pablo Picasso befindet sich in der Altstadt von Münster, am Picassoplatz in der Königsstraße. Die Ausstellungsräume des Museums sind in zwei historischen Gebäuden zu finden, die der „Druffel'sche Hof“ und der Hensebau heissen.

Der „Druffel'sche Hof“ wurde im Jahre 1788, nach vier Jahren Arbeit, erbaut. Dieses Gebäude ist eines der wichtigsten klassischen Häuser in Münster. Die Fassade des Hauses wurde nach dem zweiten Weltkrieg erhalten und wiederhergestellt. Das Haus ist aus einer typischen Kombination für Münster aus Backstein und Sandstein gebaut. Es wurde von den bekannten Architekten Hilmer & Sattler & Albrecht am Ende der 90er Jahre des zwansigsten Jahrhunderts, zusammen mit dem benachbarten Hensenbau, zum Picasso-Museum umgebaut.

Heute entdeckt man hinter den zwei renovierten Fassaden von den zwei alten Häusern ein moderner Baukomplex, der räumig und auch sehr imponierend ist.

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Nicht nur im Kunstmuseum Pablo Picasso ist etwas zu sehen aber! Auf dem Picassoplatz vor dem Kunstmuseum sieht man ein großes Picasso-Gesicht aus fast vierzehn Tausend Pflastersteinen. Das Pflasterstein-Porträt von Picasso wurde von einem Foto von Robert Capa adaptiert. **[5]**

Question 3

Höre dir Hörtext 3 über das Kunstmuseum gut an. Dann ergänze die folgenden Sätze sinnvoll mit dem passenden Wort/den passenden Worten.

1 mark for each correct answer.

(a) Ein Museum wie das Kunstmuseum Pablo Picasso in Münster findet man **selten** in Deutschland.

(b) In den Sonderausstellungen zeigt das Picasso-Museum Kunstwerke **von Picasso und seinen Künstlerfreunden.**

(c) Picasso ist im Jahre **1973** gestorben.

(d) Bis zum Sommer 2013 hatten **eine Million** Leute das Picasso-Museum besucht.

(e) Im modernen Museumskomplex gibt es viel **Platz.**

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Question 4

Transcript 3

Höre dir Hörtext 3 **noch mal** gut an, dann **beantworte diese Fragen <u>auf Deutsch</u>.**

Du darfst Worte vom Hörtext in deinen Antworten benutzen. **Du darfst aber ganze Sätze nicht kopieren.** Es ist nicht immer nötig, einen ganzen Satz zu schreiben**; wenn möglich, darfst du ein einziges Wort schreiben.**

(a) Was für Leute würden sich besonders für das Picasso-Museum in Münster interessieren?

Answer	Valid Alternatives	Notes/Reject	Mark
Leute, die sich für moderne Kunst interessieren	....die moderne Kunst mögen/ lieben/gern haben.		1

(b) Warum war das Picasso-Museum in Münster einmalig in Deutschland? Gib **zwei** Gründe.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Das Picasso Museum war das erste (ii) und das einzige Picasso Museum in Deutschland.	Es war....	must have <u>Picasso</u>-Museum in the answer for the 2 marks	2

(c) Manchmal hat das Picasso-Museum Sonderausstellungen. Woher genau kommen die Bilder und Kunstwerke für diese Ausstellungen? Gib **drei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) [Sie kommen] aus Museen (1) (ii) und [Kunst] Sammlungen (1) (iii) aus der ganzen Welt (1)	von überall in der Welt.		3

(d) Neben dem Leben und dem Werk von Picasso, was können Museumsbesucher in diesen Sonderausstellungen sehen? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) [Sie können] das Leben und Werk von den Künstlerfreunden von Picasso sehen. (ii) [Sie können] Werke von anderen Leuten seiner Lebenszeit sehen	Kunstwerke/Bilder von Picasso Werke von Leuten, die im Jahre 1973 gestorben sind		2

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(e) Nach den ersten zehn Jahren was ist am Picasso-Museum passiert? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Man hat den Namen des Museums geändert (ii) [und] seinen [zehnten] Geburtstag gefeiert.	den Namen geändert eine [zehnte] Geburtstagsfeier		2

(f) Infolge der Besucherzahl 2013 im Museum, was ist die Meinung dieser Leute über Picassos Kunstwerke, glaubst du?

Answer	Valid Alternatives	Notes/Reject	Mark
[Sie finden seine Kunstwerke] gut	sie schön/interessant.	answers should express a positive opinion about them	1

(g) Drinnen ist das Picasso-Museum ein moderner Baukomplex. Was ist aber ungewöhnlich am Gebäude? Nenne **zwei** Aspekte.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Das Museum ist aus zwei alten Häusern gebaut (ii) Die Fassade ist alt.	historischen gemacht. Die Fassaden sind historisch/ renoviert.	answers should convey that the building/facade is <u>old/historic</u>	2

(h) Was erinnert den Besucher an Picasso auch auf dem Picasso-Platz? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Es gibt ein [großes] Porträt Picassos [auf dem [Picasso]platz] (ii) aus [ungefähr vierzehn Tausend] Pflastersteinen	Gesicht von Picasso	Answer must clarify that the picture is of <u>Picasso</u> / must include <u>Pflastersteinen</u>	2

Listening Comprehension Question requiring a response in German

- If a candidate uses English words in the response, no mark will be awarded
- No marks will be awarded for copying complete sections lifted from the text
- Answers in German which have a German spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

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Section B – Reading (30 marks)

Question 5 [Reading folder Lesetext 1 *Das Jubiläum des Mauerfalls*] [5]

Quelle: [http://www.bpb.de/veranstaltungen/format/wettbewerb/190983/25-jahre-mauerfall-geschichte-erinnern-gegenwart-gestalten]

1 mark for each correct word or phrase

Beispiel:	
Vorbei	***Vergangen***
im früheren Ostteil Deutschlands	**in der DDR**
als Gelegenheit nutzen	**zum Anlass nehmen**
ohne viele Materialien	**mit geringen Mitteln**
eine Summe, die gewonnen wird	**ein Preisgeld**
bekannte Leute	**Persönlichkeiten**

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Question 6

Lies den Text *„Das Jubiläum des Mauerfalls“.*

Schreib eine Zusammenfassung mit der folgenden Information auf Deutsch. Du brauchst nicht, ganze Sätze zu schreiben. **[5]**

- Der Grund für das Jubiläum [1]

Acceptable	Reject/Notes	Marks
[die] 25 Jahre seit dem Mauerfall [zu feiern/erkennen] (1)	der Mauerfall	1

- Die Preise, die es für die besten Darstellungen der Ereignisse vom Jahre 1989 gibt [2]

Acceptable	Reject/Notes	Marks
24 Leute/Menschen/ Personen/Initiativen/Projekte bekommen 5.000 Euro /24 Preise von 5000 Euro (1) AND 1 [Person/Initiative/ Projekt bekommt den] Publikumspreis von 5.000 Euro (1)	reject answer without 24 mentioned must include Publikumspreis	2

- Die Preisverleihung [2]

Acceptable	Reject/Notes	Marks
Any **two** of: [sie findet] am 9. Dezember 2014 in Berlin [statt] (1) Personen aus Politik, Kultur and Medien [werden erwartet/eingeladen] (1) [ehemalige] Preisträger/innen [des „Einheitspreis – Bürgerpreis zur Deutschen Einheit“] von 2002 bis 2012 [werden erwartet/eingeladen] (1)	both date and location required for 1 mark needs to convey idea of past prizewinners being there	2

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Summary Question requiring a response in German

- If a candidate uses English words in the response, no mark will be awarded.
- No marks will be awarded for copying complete section lifted from the text.
- Answers in German which have a German spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**.
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

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Question 7 [10] Answers [Reading folder Lesetext 2 *Das verlassene Mägdlein*]

Lies das Gedicht *Das verlassene Mägdlein* von Eduard Mörike, dann wähle aus der Liste die richtigen Wörter aus, um die folgende Zusammenfassung sinnvoll zu ergänzen. Du darfst jedes Wort **nur einmal benutzen**. Worte bleiben übrig!

Dieses Gedicht handelt sich um ein (1) **Dienstmädchen** , das jeden Morgen früh (2) **aufstehen** muss, um das Feuer in der Küche (3) **anzuzünden** und das Haus dadurch (4) **warm** zu machen. Sobald das Feuer gut (5) **brennt** wird es angenehm in der Küche, das Mädchen aber merkt das (6) **kaum**, weil es sich sehr (7) **traurig** fühlt. Warum? Das Mädchen sagt, dass es in der Nacht von ihrem Freund geträumt habe, nennt ihn einen (8) **treulosen** Knaben und (9) **weint** viel. Wir können also schätzen, dass sich der Freund eine neue (10) **Freundin** gefunden hat.

Wortliste

weckt	neue	weinen	traurig
unzuverlässig	Träne	brennt	oft
weint	Dienstmädchen	Stelle	hell
anzuzünden	wärmen	aufstehen	treulosen
kaum	Knabe	warm	Freundin

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Question 8

Lies den ganzen Text 3 *„Jedes Jahr in Berlin: Karneval der Kulturen“,* dann beantworte die folgenden Fragen **auf Deutsch**.

Du kannst Wörter vom Text in deinen Antworten benutzen, du darfst aber **nicht** ganze Sätze kopieren. Es ist nicht immer nötig, einen ganzen Satz zu schreiben**; wenn möglich, darfst du ein einziges Wort schreiben.**

[10]

(a) Woher weiss man, dass der Karneval-Festzug sehr gross ist?
Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) Der Schau beginnt um zwölf Uhr / Mittag (ii) und dauert bis in den (späten) Abend.	Der Festzug.... Er/Der Karneval .....bis zum Abend	reject number of visitors	2

(b) Wie reagieren die Besucher auf den Karneval der Kulturen? Gib **ein** Detail.

Answer	Valid Alternatives	Notes/Reject	Mark
Sie sind verzaubert.	Die Besucher.. .....inspiriert. Sie finden ihn / den Karneval verzaubernd/inspirirend	reject Der Karneval verzaubert/inspiriert sie.	1

(c) Im Vergleich zu anderen deutschen Städten, wieviele Migranten hat die „Weltstadt“ Berlin? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
(i) [Berlin hat] [viel] mehr Migranten/ (ii) als [alle] andere deutsche Städte	als [alle] andere Städte Deutschlands/ Städte in Deutschland Berlin hat die höchste Anzahl an Migranten / Deutschlands / in Deutschland.	must have <u>mehr</u>	2

(d) Was ist positiv an der Atmosphäre des Karnevals? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
[Die Atmosphäre/ sie ist] (i) friedlich (ii) und tolerant	Sie	reject <u>bunt</u>	2

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(e) Seit dem Jahre 2000, was gibt es als „Extra - Attraktion“ am Berliner Karneval für originelle Akteure? Gib **zwei** Fakten.

Answer	Valid Alternatives	Notes/Reject	Mark
Es gibt [Geld] Preise (i) zwischen 200 (ii) und 500 Euro			2

(f) Laut Günter Piening, wie hat sich die Bedeutung des Karnevals für Berlin im Laufe der Jahre entwickelt?

Answer	Valid Alternatives	Notes/Reject	Mark
Der Karneval ist [im Laufe der Jahre] immer wichtiger [für Berlin] geworden.		more important for the mark	1

Reading Comprehension Question requiring a response in German

- If a candidate uses English words in the response, no mark will be awarded
- No marks will be awarded for copying complete sections lifted from the text
- Answers in German which have a German spelling which is incorrect, but nevertheless understandable, will generally be accepted **unless otherwise stated**
- Minor errors and inaccuracies in lexis and structure which do not affect meaning will be tolerated.
- If a candidate writes a different answer to that given on the mark scheme and that answer conveys the same meaning, the mark should be awarded.

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Section C – Translation (40 marks)

Question 9

Translate the following text into English **[20]**

The translation from **German into English** is marked according to **AO2**. The translation is divided into 20 sections with one mark per section.

The table below shows an English translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable if they convey the same intended meaning. Should a candidate mis-spell a word, provided there is no ambiguity, the mark should be awarded. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original German Text	Acceptable Translation	Valid Alternative	Reject
1	Tatsächlich sind unter den ungefähr hundert Gruppen	In fact, among the approximately one hundred groups,	In fact, among the one hundred or so groups,	under
2	südamerikanische und afrikanische Gruppen besonders zahlreich,	South American and African groups are especially numerous,	South American and African groups are particularly numerous,	
3	daneben natürlich	and also of course	as well as, of course,	next to
4	deutsche und andere europäische.	German and other European groups.		
5	Doch obwohl Kreuzberg	However, although Kreuzberg	Yet although Kreuzberg	
6	wegen seiner hauptsächlich türkischen Einwohner	because of its mainly Turkish population / inhabitants,	because its population is mainly Turkish	
7	auch „Klein-Istanbul“ genannt wird	is also called "Little Istanbul"		named
8	‚sind türkische Gruppen kaum vertreten.	Turkish groups are hardly represented.	there are very few [hardly any] Turkish groups.	
9	Die Teilnehmer zeigen sich	The participants appear	Those who take part appear	show themselves
10	in traditionellen Kostümen mit traditionellen Tänzen	in traditional costumes with traditional dances	in traditional costume and do traditional dances,	

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11	oder sie kritisieren auch die Politik	or they criticise politics	or they poke fun at politics	the politic(s)
12	mit einer Politsatire.	with political satire.		
13	Sie wollen mit diesem Umzug zeigen,	With this procession, they want to show	Through this procession they want to show	
14	was ihnen wichtig ist:	what is important to them:	what they think is important:	
15	Tradition, Musik, Kunst, Politik,	tradition, music, art, politics	tradition[s], music, art, politics	
16	oder sie wollen schlicht darauf hinweisen,	or they want to indicate subtly	or they want to give a subtle indication	
17	dass sie in dieser weltoffenen Vielvölkerstadt Berlin	that they … in this multi-national, cosmopolitan city of Berlin:	that in this multi-national, cosmopolitan city which is Berlin they	world open many people town
18	zu Hause sind:	…feel at home…	feel at home	
19	Wir alle sind Berliner.	We are all Berliners.	We are all citizens of Berlin.	Berliner
20	Das und die Musik ist es, was alle diese Leute verbindet.	It is this and the music which connects all these people.	This and the music bind all these people together.	

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Question 10

Übersetze ins <u>Deutsche.</u> **[20]**

The translation from **English into German** is marked according to **AO3**. The translation is divided into 20 sections with one mark per section.
The table below shows a German translation which is acceptable for each section of the text. Valid alternative translations are included. Similarly, translations which should be rejected are given. If candidates offer translations which are not listed, these should be considered acceptable, if they convey the same intended meaning. Should a candidate mis-spell a word, provided there is no ambiguity, the mark should be awarded. A minor slip in gender is acceptable but mistakes with common verbs are not. It is important to mark positively. Valid alternatives will be discussed at the examiners' conference.

	Original English Text	Acceptable Translation	Valid Alternative	Reject
1	There are currently over five million	Im Moment gibt es über fünf Millionen		
2	young people in Europe	junge Leute in Europa	Jugendlichen	
3	who cannot find a job.	,die keinen Job finden können.	die keine Arbeit finden können	
4	The situation …..in southern Europe,	Die Situation .... in Südeuropa,	im Süden Europas	
5	… is worst …	... ist am schlimmsten		schlimm
6	,although the problem has existed	obwohl das Problem... ...existiert		
7	in most European countries	in den meisten europäischen Ländern		europäisch
8	for a number of years.	... seit mehreren Jahren		
9	About 7 per cent …are unemployed,	Etwa sieben Prozent... sind arbeitslos	sind ohne Arbeit/haben keine Arbeit/keinen Job	
10	…of young Germans	...junger Deutschen		deutschen
11	but in some parts of Europe,	aber in einigen Teilen Europas	fast	
12	up to twenty per cent of young people	bis zu zwanzig Prozent junger Leute	von Jugendlichen	
13	neither go to school	gehen weder in die Schule	nicht in die Schule	
14	nor to work.	noch in die Arbeit.	und auch nicht in die Arbeit.	
15	How can this situation be improved?	Wie kann diese Situation verbessert werden?	Wie kann man diese Situation verbessern?	verbessen
16	Firstly, the education system should … give	Zuerst muss das Bildungssystem ....geben,		
17	pupils the necessary qualifications	den Schülern/innen die nötigen Qualifikationen	die sie brauchen,	
18	before they look for	bevor sie einen Job		

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	work.	suchen können.		
19	Doing work experience is also important	Einen Berfuspraktikum zu machen ist auch wichtig,	Es ist auch wichtig, einen Berufspraktikum zu machen,	
20	, and more jobs for young people must be created.	und mehr Arbeitsplätze für junge Leute müssen geschafft werden	und man muss mehr Arbeitsplätze für Jugendlichen schaffen/machen.	schaffen

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Candidate Name	Centre Number					Candidate Number				
						0				

A LEVEL GERMAN

COMPONENT 3: CRITICAL AND ANALYTICAL RESPONSE IN WRITING

SAMPLE ASSESSMENT MATERIALS

2 hours

ADDITIONAL MATERIALS

You will require an eight page answer booklet in which to write your answers.

INSTRUCTIONS TO CANDIDATES

For this paper you must write **two** essays, each one of **approximately 300 words.**

One essay must be about a literary text; the second essay can be either about a film or another literary text.

Write your essays **in ink** in the answer booklet.

No dictionaries are allowed in any section of the exam.

No texts or works are allowed in any section of the exam.

INFORMATION FOR CANDIDATES

This paper carries 40 marks. The number of marks is given in brackets at the end of each question. You are advised to spend approximately 1 hour on each question.

No certificate will be awarded to a candidate found to be involved in any unfair practice during the examination.

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Du **musst** zwei Fragen beantworten; entweder über **ein literarisches Werk** und **einen Film** oder über **zwei literarische Werke.** Du darfst **nicht** über zwei Filme schreiben.

Du **darfst nicht** über ein literarisches Werk oder einen Film schreiben, das/den du als *Independent Research Project* für den Sprachtest vorbereitest hast.
Für jeden Aufsatz schreib **ungefähr 300 Worte**.

Die Literatur

Franz Kafka: *Die Verwandlung* [20]

1. Obwohl Gregor ein Käfer ist, denkt und fühlt er noch wie ein Mensch.“ Inwiefern ist das auch deine Meinung?

Oder

2. Welche Verwandlungen gibt es in der Kurzgeschichte, und wie wichtig sind sie?

Karin König: *Ich fühl‘ mich so fifty-fifty* [20]

3. Beschreib**e** und vergleiche **zwei** Beispiele von Republikflucht aus der DDR in dem Roman *Ich fühl‘ mich so **fifty-fifty***. Wie bewertest du die Motive der Flüchtlinge?

Oder

4. Warum heißt das Buch *Ich fühl‘ mich so **fifty-fifty***?

Friedrich Dürrenmatt: Der Besuch der alten Dame [20]

5. Was ist unrealistisch und was ist realistisch an diesem Stück, und welche Wirkung hat das auf uns als Zuschauer?

Oder

6. Welches Ziel verfolgt Claire Zachanassian und was sind ihre Motive? Wie denkst du darüber?

Heinrich Böll: *Das Brot der frühen Jahre* [20]

7. Welche Bedeutung hat das Brot für Walter Fendrich am Anfang und am Ende des Romans?

Oder

8. Welche Beziehung hat Walter Fendrich zu seinen Eltern? Wie findest du sein Verhalten ihnen gegenüber besonders seinem Vater ?

Bertolt Brecht: *Leben des Galilei* [20]

9. „Wer die Wahrheit nicht weiß, der ist bloß ein Dummkopf. Aber wer sie weiß, und sie eine Lüge nennt, der ist ein Verbrecher!“ - Welche Rolle spielt „Wahrheit“ im Theaterstück *Leben des Galilei*?

Oder

10. Wie ändert sich die Figur von Galilei im Laufe des Theaterstücks *Leben des Galilei* und warum ist dies wichtig?

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Bernhard Schlink: *Der Vorleser* [20]

11. „Hanna behandelt Michael schlecht. Sie liebt ihn nicht und sieht nur ihren eigenen Vorteil.“ Inwiefern bist du auch dieser Meinung?

Oder

12. Was erfahren wir über die Beziehung zwischen Hanna und Michael während seiner Schulzeit und wie denkst du darüber?

Die Filme

Wolfgang Becker: *Goodbye Lenin* [20]

13. Wer ist die Hauptfigur im Film – Alex oder Christiane? Warum?

Oder

14. Wie haben sich Alex‘ Lügen im Laufe des Films geändert? Wie wichtig war dies?

Dennis Gansel: *Die Welle* [20]

15. Welche Rolle spielt Rainer Wenger im Film? Hat er als Lehrer verantwortlich gehandelt?

Oder

16. Kann man mit Recht sagen, dass die Welle als Aktivität in einer Schulprojektwoche ein faires Experiment war?

Hans Weingartner: *Die fetten Jahre sind vorbei* [20]

17. Wie wichtig war das Liebesdreieck Jan-Peter-Jule im Film?

Oder

18. Wie und wo zeigt der Film soziale Ungerechtigkeiten, die die Aktionen der drei jungen Leute unterstützen?

Florian Henckel von Donnersmarck: *Das Leben der Anderen* [20]

19. Wie entwickelt sich die Figur von Wiesler im Film *Das Leben der Anderen* und warum ist das wichtig?

Oder

20. Wer sind die Anderen im Film *Das Leben der Anderen* deiner Meinung nach und warum?

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Tom Tykwer: *Lola rennt* [20]

21. Warum gibt es drei Versionen von der Handlung im Film *Lola rennt* und welche Auswirkung hat dies auf die Zuschauer?

Oder

22. Welche sind für dich die interessantesten Themen im Film *Lola rennt?* Warum?

Doris Dörrie: *Kirschblüten Hanami* [20]

23. Inwiefern kann man den Film *Kirschblüten Hanami* als ein melancholisch-lebensfrohes Roadmovie bezeichen?

Oder

24. Welche Rolle spielt Tod und Trauer im Film *Kirschblüten Hanami*?

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COMPONENT 3: Critical and analytical response in writing (40 total marks)

MARK SCHEME

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate German accurately in written form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where German is spoken. In addition the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where German is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band.
You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

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

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are also provided with the mark schemes but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays
Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	**10**	Critical analysis and evaluation of set work	**10**	**20**
Essay 2	Manipulate language accurately using a range of lexis and structure	**10**	Critical analysis and evaluation of set work	**10**	**20**
Total		**20**		**20**	**40**

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Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written 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
9-10	• Consistently accurate manipulation of the language of study. • Use of a wide range of lexis, grammatical structures and idiom. • Style and register is appropriate for the task set.	**9-10**	• A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. • Points of view are justified and fully developed. • There is a clear and coherent analysis and evaluation of issues and themes. • Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	• Accurate manipulation of the language of study, with only a few errors. • Use of a good range of lexis, grammatical structures and idiom. • Style and register is mostly appropriate for the task set.	**7-8**	• A critical appreciation and analysis of the literary work / film which is supported by good evidence. • Points of view are justified and developed. • There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. • An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	• Some errors in manipulation of language. • Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. • Style and register is generally appropriate for the task set.	**5-6**	• A sound knowledge of the literary work / film but some evidence is irrelevant. • Points of view are expressed with some supporting evidence. • There are attempts to develop arguments and main points are evaluated. • Some analysis of the culture and society within the literary work / film where appropriate.
3-4	• A high incidence of basic errors affect accuracy. • Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. • Style and register is simple.	**3-4**	• A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. • Points of view expressed with little use of supporting evidence. • Only a partial response to the question set. • Limited analysis of the culture and society within the literary work / film.

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1-2	• Little if any understanding of grammar. • Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. • Heavy reliance on anglicised structures.	**1-2**	• A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. • Only a few points of view made are relevant to the question set. • A minimal response to the question set. • Very little attempt to analyse the culture and society within the literary work / film.
0	• Nothing of value.	**0**	• Nothing of value.

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

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Additional Notes

Die Literatur

Franz Kafka: *Die Verwandlung* [20]

1. "Obwohl Gregor ein Käfer ist, denkt und fühlt er noch wie ein Mensch." Inwiefern ist das auch deine Meinung?

AO4	Although Gregor has been transformed from a human being into an insect, he still retains elements of his former self (e.g. his name and family membership). Physically he is very different, but he still retains his humanity inside. In response to the essay question the candidate may: • discuss relevant examples (especially the main ones) from the text where Gregor thinks and acts (or attempts to act) like his old self • discuss any changes to the way he thinks and feels in the light of his transformation • analyse the significance of these examples for the story • discuss the wider significance of dehumanization in the story e.g. to the candidate or modern society The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

2. Welche Verwandlungen gibt es in der Kurzgeschichte, und wie wichtig sind sie?

AO4	In this short story there is the obvious physical transformation of Gregor into an insect. However there are also other changes e.g. how he is perceived and treated by his family and other characters. In response to the essay question the candidate may: • discuss why Gregor became an insect in the first place (i.e. the dehumanising effect of society and his family) • discuss examples of transformations in other characters • comment on the reasons for and the significance of these transformations • discuss a personal reaction to these transformations The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Karin König: *Ich fühl' mich so fifty-fifty* [20]

3. Beschreib und vergleiche Beispiele von Republikflucht aus der DDR in dem Roman *Ich fühl' mich so* ***fifty-fifty*****.** Wie bewertest du die Motive der Flüchtlinge?

AO4	In this novel ambivalence about the changes brought about by "defection" is central. Various characters make the move and they have different reactions to their new situation. In response to the essay question the candidate may: • discuss Sabine's (the main character's) defection from East Germany – why she defects and how she feels about her defection • discuss other examples of *defections* in the book • compare the roles of these different defections for the plot and characters • give a personal response to the defectors' motives and how the candidate might feel in the same situation The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

4. Warum heißt das Buch *Ich fühl' mich so* ***fifty-fifty***?

AO4	Ambivalence is a key sentiment in this novel, and is perhaps an unexpected reaction from teenagers to a move from East to West Germany. In response to the essay question the candidate may: • discuss Sabine's own mixed feelings about her and other characters' defection to the West • discuss examples of the key characters' ambivalence in the book about defection to the West and life in the East and/or in the West in general • analyse and compare reasons for ambivalence • give a personal view of the story of how the candidate might feel in the same situation The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Friedrich Dürrenmatt: Der Besuch der alten Dame [20]

5. Was ist unrealistisch und was ist realistisch an diesem Stück, und welche Wirkung hat das auf uns als Zuschauer?

AO4	In this play there are many elements which are realistic (e.g. the theme of greed) and unrealistic (e.g. the grotesque physique and character of C. Zachanassian). In response to the essay question the candidate may: • analyse examples of realistic elements in characters / situations / themes • analyse examples of unrealistic elements in characters / situations / themes • consider the effects of the above on the reader • comment on how/if this combination is used effectively in the context of the play The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

6. Welches Ziel verfolgt Claire Zachanassian und was sind ihre Motive? Wie denkst du darüber?

AO4	Claire Zachanassian is one of the central characters in this play. Her visit sets off the chain of events which results in tragedy for the inhabitants of Güllen. She exploits and manipulates situations to attain her goal of justice. In response to the essay question the candidate may: • analyse the character, goals and motives of Claire Zachanassian • analyse and comment on the extent to which she attains her stated goal of justice • give a personal response to Claire Zachanassian as a character. • discuss the implications and relevance of how money can be perceived and used in our society The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Heinrich Böll: *Das Brot der frühen Jahre* [20]

7. Welche Bedeutung hat das Brot für Walter Fendrich am Anfang und am Ende des Romans?

AO4	The main character in this book, Walter Fendrich, had a hard upbringing where he had to struggle for his daily bread. Bread has a symbolic value throughout the book, and takes on a number of different meanings. In response to the essay question the candidate may: • analyse the significance of "bread" for Fendrich at the start of the novel and comment on why bread was so important at that time • discuss the changing significance of "bread" for Fendrich throughout the novel commenting on changes • discuss and analyse his change in attitude in the novel • discuss wider implications of the theme of the question, including a personal reaction e.g. how the candidate might feel in the same situation The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

8. Welche Beziehung hat Walter Fendrich zu seinen Eltern? Wie findest du sein Verhalten ihnen gegenüber besonders seinem Vater ?

AO4	Walter Fendrich's parents are a very important part of this story. They of course played a key part in his earlier years, but also continue to influence him in his adult years. In response to the essay question the candidate may: • discuss Walter's upbringing and the key role his parents played in it • discuss and analyse Walter's relationship with his parents as an adult • evaluate Walter's present relationship with his father after his mother's death • give a personal considered response about how the candidate might feel and behave in a similar situation The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Bertolt Brecht: *Leben des Galilei* [20]

9. "Wer die Wahrheit nicht weiß, der ist bloß ein Dummkopf. Aber wer sie weiß, und sie eine Lüge nennt, der ist ein Verbrecher!" - Welche Rolle spielt „Wahrheit" im Theaterstück *Leben des Galilei*?

AO4	Brecht's play is about truth and power. The scientist Galileo discovers truths which threatens the power of the Church. In response to the essay question the candidate may: • discuss examples of truth in the play and their implications • analyse Galileo's role as a discoverer of truth • analyse the role and motivation of the Church in seeking to stifle public awareness of truth • discuss the wider significance of truth and its relation to power in the world of today. The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

10. Wie ändert sich der Charakter von Galilei im Laufe des Theaterstücks *Leben des Galilei* und warum ist dies wichtig?

AO4	Central to this play of course is the character of Galileo. The play spans a number of years and Galileo's character changes and develops. In response to the essay question the candidate may: • discuss (using examples) of how Galileo's character changes throughout the play • analyse the changes and what brought them about • give a personal response to the character changes in Galileo in the light of these developments • discuss connections between the events and themes of the play and the world as it is today The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Bernhard Schlink: *Der Vorleser* [20]

11. "Hanna behandelt Michael schlecht. Sie liebt ihn nicht und sieht nur ihren eigenen Vorteil.“ Inwiefern bist du auch dieser Meinung?

AO4	Michael is the main character in Schlink’s book. His relationship with a woman 25 years his senior (Hanna), although short-lived, casts a shadow on his future life. In response to the essay question the candidate may: • give and compare examples of Hanna’s mistreatment of Michael • analyse her motives for behaving in that way • discuss Michael’s motives for staying in the relationship • discuss whether or not Hanna loved Michael (and how she showed this) • give a personal evaluation of how the candidate might have reacted in such a negative, seemingly one-sided relationship The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

12. Was erfahren wir über die Beziehung zwischen Hanna und Michael während seiner Schulzeit und wie denkst du darüber?

AO4	Michael and Hanna’s relationship starts when Michael is still at school. The reader learns a lot about both Michael and Hanna as their curious relationship develops. In response to the essay question the candidate may: • evaluate how the age difference influences the balance of the relationship • discuss the morality of a relationship with such a wide age gap • consider and compare key events in their relationship and what these events reveal to us about the characters • discuss why Hanna’s significance was so lasting for Michael after the affair was over The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Die Filme

Wolfgang Becker: *Goodbye Lenin* [20]

13. Wer ist der Hauptcharakter im Film – Alex oder Christiane? Warum?

AO4	In this film about an East German family, Alex and Christiane clearly have a loving mother-son relationship. This relationship is the central focus of the film. In response to the essay question the candidate may: • analyse Alex's character and his role in the film by focusing on key scenes/events • analyse Christiane's character and her role in the film • consider using examples of how interdependent the two characters are in the context of the film • compare the levels of importance of their roles in the film and decide if one is the main character (or not) • comment on the relationship from a personal point of view The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

14. Wie haben sich Alex' Lügen im Laufe des Films geändert? Wie wichtig war dies?

AO4	Truth and lies are central to this film. Alex although not the only liar, is the one who is dealt with the most depth in this film. In response to the essay question the candidate may: • give examples of Alex's lies towards the beginning of his mother's fatal illness and analyse his motivation(s) • give examples of Alex's lies later on and analyse his motivations to identify any difference(s) • compare the scale of Alex's lying and explain why this had changed • give a personal response to Alex's use of lies and the wider use of lies in East German society The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Dennis Gansel: *Die Welle* [20]

15. Welche Rolle spielt Rainer Wenger im Film? Hat er als Lehrer verantwortlich gehandelt?

AO4	Die Welle could be seen as a school project that slipped out of control. The film explores to what extent was this an accident, (thought up and managed by the teacher) Rainer, waiting to happen. In response to the essay question the candidate may: • analyse the character,motivation and role of Rainer in "Die Welle" • discuss the role of the teacher generally in school and whether it is acceptable to conduct an experiment like the one in the film • discuss whether it would be realistically possible to conduct such an experiment in the candidate's school • provide a personal view and comments about the degree to which Rainer acted responsibly The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

16. Kann man mit Recht sagen, dass die Welle als Aktivität in einer Schulprojektwoche ein faires Experiment war?

AO4	Rainer's project started off with good pedagogical aims and approaches. However it was also flawed and although a sort of role play, or game, participants were encouraged to act unfairly. In response to the essay question the candidate may: • discuss how the idea was thought up and initially put into practice • evaluate whether setting up a mini-dictatorship is a) possible; b) desirable • evaluate the project's effects from the point of view of fairness, e.g. who was it fair to and who was it unfair to • give a personal reaction to the experiment e.g. could it be carried out in the student's school or college The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Hans Weingartner: *Die fetten Jahre sind vorbei* [20]

17. Wie wichtig war das Liebesdreieck Jan-Peter-Jule im Film?

AO4	The love triangle formed by Jan-Peter-Jule is the dynamic force in this film. The film revolves around them as individuals and their relationship(s) with each other. In response to the essay question the candidate may: • compare and contrast the individual characters • discuss their relationships with each other by looking at key events • show and evaluate how their beliefs and relationships led them to act the way they did in the film • discuss the nature and role of love/friendship in the Edukator group The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

18. Wie und wo zeigt der Film soziale Ungerechtigkeiten, die die Aktionen der drei jungen Leute unterstützen?

AO4	The Edukator group was set up to combat social injustice. This is what drives their activities from soft action (breaking into houses and rearranging furniture) to kidnap. They may however, have ended up acting unjustly themselves. In response to the essay question the candidate may: • discuss different examples of injustice portrayed in the film, as they affect the Edukators themselves, and wider society • evaluate the group's activities to say whether their methods attained their stated aims • discuss whether the three group members are themselves guilty of injustice • evaluate Hardenberg's personal "journey" from idealistic, anti-establishment protestor in the 1960s to his becoming part of the exploitative establishment The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Florian Henckel von Donnersmarck: *Das Leben der Anderen* [20]

19. Wie entwickelt sich der Charakter von Wiesler im Film *Das Leben der Anderen* und warum ist dies wichtig?

AO4	Wiesler begins the film as a loyal party member who toed the SED party line. As the film develops his character changes due to his exposure to "the lives of others" and in the end he loses his job and position in society. In response to the essay question the candidate may: • describe and discuss Wiesler's character and how it changes throughout the film using key examples • compare and contrast Wiesler's character with the characters he is spying on and show how they affected him • evaluate the various influences on Wiesler (especially music) which lead to these changes • discuss to what extent Wiesler became a "good man" (cf. the Beethoven Sonata) The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

20. Wer sind die Anderen im Film *Das Leben der Anderen* deiner Meinung nach und warum?

AO4	This film is about an East German officer in the secret police (Staasi) and what happens to him as a result of his spying operation. The title hints that "the others" are the two characters who are spied on, but there are also possible wider interpretations as well. In response to the essay question the candidate may: • discuss the character of the writer Dreyman and evaluate to what extent he could be seen (or not) as an enemy of the East German state (making him "an other"/ "different" [n.b. "die Anderen"]) • describe and contrast Dreyman and the actress Sieland's love relationship with Wiesler's relationships (his personal life is very different) • discuss the extent to which individuals are able to live different or independent lives in a restrictive state/situation • comment on the extent to which Dreyman's life became different and how he became one of "the others" The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Tom Tykwer: *Lola rennt* [20]

21. Warum gibt es drei Versionen von der Handlung im Film *Lola rennt* und welche Auswirkung hat dies auf die Zuschauer?

AO4	The film "Lola rennt" has one starting point and three possible conclusions. It is not made clear which one "actually happened" (if any one did), and which ones didn't, as all are presented as equally likely. In response to the essay question the candidate may: • compare and contrast the three possible endings, showing if there are any connections between the three separate plots (e.g. the gun's safety catch), suggesting reasons • comment on the role(s) of cause and effect in the film • evaluate the effect on the viewer of having a story with no definitive ending • comment on the film - maker's intentions in presenting a film with this format The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

22. Welche sind für dich die interessantesten Themen im Film *Lola rennt?* Warum?

AO4	In the fast - paced film "Lola rennt", there are many fascinating themes, such as cause and effect, how events are linked together, the role of chance etc. In response to the essay question the candidate may: • explain key themes from the film and how/why these are presented in the film • state which themes are most interesting giving reasons and examples • comment on the film's inconclusiveness and why it was designed to be so • comment on the role of patterns (especially spirals) in the film and how they convey the film's message The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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Doris Dörrie: *Kirschblüten Hanami* [20]

23. Inwiefern kann man den Film *Kirschblüten Hanami* als ein melancholisch-lebensfrohes Roadmovie bezeichen?

AO4	Kirschblüten Hanami is a film about life, death, sacrifice and relationships. It could be seen as a modern take on the road movie genre. In response to the essay question the candidate may: • discuss and analyse melancholic elements in the film and how these are presented • discuss and analyse happy elements in the film and how/why these are combined with the more serious themes • comment on the use of the road movie genre and its effect in the context of this film • discuss other interpretations of the film The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

Oder

24. Welche Rolle spielt Tod und Trauer im Film *Kirschblüten Hanami*?

AO4	Kirschblüten Hanami is a film in which death and grieving are dealt with in a positive way. Rudi has a terminal illness which his wife hides from him. She dies in the film and Rudi grieves for her unaware of this impending death. In response to the essay question the candidate may: • compare and contrast characters' deaths (especially the deaths of Trudi and Rudi) • discuss reactions to death and mortality, with a special focus on how these are dealt with from a Japanese perspective • comment on the relevance of the cherry blossoms of the title (a celebration of beauty and impermanence) • reflect on the value and meaning of human life within the context of the film The above points are suggestions only and are not exhaustive. Look for and reward all relevant points argued by the candidate.

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