



Pearson

Mark Scheme (Results)

Summer 2018

Pearson Edexcel Level 3 GCE  
In German (9GN0) Paper 03  
Unit 3: Speaking

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## GCE A Level German Paper 3 mark scheme

For this paper, there are a number of levels-based mark schemes to be applied to each task.

### General guidance on using levels-based mark schemes

#### Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

#### Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
  - You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

### Guidance on timing of the speaking assessment

The speaking assessment should last between 16 to 18 minutes. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence. You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

### Task 1 – Discussion on a theme

Three mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

**The knowledge and understanding of society and culture mark grid** assesses the students' ability to communicate information about and demonstrate appreciation of different aspects of culture and society related to the countries/communities where the language is spoken. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

### Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1–3	Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. <ul style="list-style-type: none"><li>•Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.</li></ul>
4–6	Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. <ul style="list-style-type: none"><li>•Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.</li></ul>
Marks	Description
7–9	Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. <ul style="list-style-type: none"><li>•Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li></ul>

10-12	<ul style="list-style-type: none"> <li>• Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context.</li> <li>• Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>
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### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, arguments, conclusions,** are deemed to be those that give the standard, predictable response.

### Accuracy and range of language mark grid

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate communication with a range of expression. It also assesses students' ability to apply grammar and syntax accurately and accuracy of pronunciation.

### Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none"> <li>• Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.</li> <li>• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</li> <li>• Pronunciation and intonation are inconsistent, leading to</li> </ul>

4-6	<ul style="list-style-type: none"> <li>• Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.</li> <li>• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.</li> <li>• Pronunciation and intonation are intelligible though sometimes inaccurate.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.</li> <li>• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.</li> <li>• Pronunciation and intonation are intelligible and mostly accurate.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.</li> <li>• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.</li> <li>• Pronunciation and intonation are accurate, intelligible and authentic sounding.</li> </ul>

### Additional guidance

**Complex language** is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

**Variation in use of grammatical structures and vocabulary:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of

different verbs, tenses, adjectives, vocabulary and complex language (see above for definition of complex language) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to express with some ease what they want to say for a number of different purposes. If students are restricted by their language skills they may not be able to express themselves for all purposes, for example to develop arguments.

**Errors:** students are not expected to produce perfect, error-free speech in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood) or errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

**NB:** these are provided as examples only and do not constitute a finite list.



## Interaction mark grid

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

### Interaction (AO1)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"><li>• Interacts with occasional spontaneity to some questions and statements, but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.</li><li>• Occasionally initiates communication but development often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Interacts spontaneously for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.</li></ul> <p>Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.</p>
5-6	<ul style="list-style-type: none"><li>• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.</li></ul> <p>Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and appropriately at different points in the conversation.</p>

### Additional guidance

**Interacts spontaneously:** responds to questions and statements that arise as a natural part of the conversation; gives a relevant, impromptu response based on what they have heard.

**Communication strategies:** strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

**Elicit points of view/check for understanding:** as part of the language of genuine discourse, students are required to engage the examiner in the conversation by asking for their points of view and checking that their own point of view has been understood. They are expected to do this

throughout the oral assessment at appropriate points during the conversation.

**AL Task 1 STIMULUS GN1**

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"> <li>• There are many successful initiatives in Germany, e.g. the "Pfandsystem" which is imbedded in daily life, as well as separating rubbish, restrictions on certain vehicles in city centres, cycle path networks. These have been commonplace for almost 20 years.</li> <li>• However, recent controversy over emissions from VW, the popularity of flying and a lack of speed limits etc. still show a need for further work in this area.</li> <li>• Sustainable living is important for Germany, as the economy must continue to function, even if resources are finite.</li> <li>• Germany must also keep pace with changing consumer habits, which are showing greater preference towards sustainable products and services, e.g. "atmosfair", "Grüne Welten" from Tui and bigger companies like "Aldi Nord" publishing an annual sustainability report for their customers.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• One individual's efforts to live sustainably cannot balance the environmental impact of heavy German industry.</li> <li>• Individuals acting together however, will have an impact, so it is important that Germans continue to make an effort to live in a sustainable way. One example of this is "BUND", who protest against air traffic at Frankfurt airport and gain large amounts of publicity.</li> <li>• Big German companies like Volkswagen and Lufthansa continue to have an enormous impact on the environment. However, large German companies like Lufthansa are very active in areas such as nature protection projects.</li> <li>• Supermarket chains such as Aldi try to promote sustainability through product labelling with information about origin and production of its produce.</li> </ul>

## AL Task 1 STIMULUS GN2

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"><li>• The German school system offers a route for students strong in traditional, academic subjects, via the "Abitur" to a range of world-renowned universities, e.g. Leipzig or Heidelberg.</li><li>• For students strong in vocational subjects, there is a well-resourced vocational route, via the "Haupt- or Realschulabschluss," to "Berufsschulen" and "Technische Universitäten".</li><li>• Segregation takes place very early in Germany, often at the age of 10, which many see as problematic.</li><li>• There is evidence of a higher proportion of schoolchildren with an immigrant background being less successful in certain areas of the education system.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Schoolchildren in Germany are expected to take more responsibility for learning, and have much more homework, than in other countries, e.g. 4.7 hours per week for the average 15 year old.</li><li>• The "G8" initiative proved to be very demanding for many German students, and the threat of "Sitzenbleiben" makes many pupils anxious.</li><li>• The "Abitur" is important in Germany, as it is the qualification required for university entry.</li><li>• On the other hand, the range of well-resourced and respected alternatives to a university education in Germany means that the "Abitur" is not the only indicator of intelligence and skill.</li></ul>

### AL Task 1 STIMULUS GN3

<b>Statement</b>	<b>Indicative Content</b>
<b>A</b>	<ul style="list-style-type: none"><li>• The range of well-known German industries is extensive, and covers branches such as tourism; aviation e.g. Lufthansa; engineering e.g. Bosch and Volkswagen; retail e.g. Aldi and Lidl. However there may be too much emphasis on export and manufacturing, and a lack of service industry.</li><li>• The success of German industry may alternatively be attributed to work ethic, precision and quality e.g. reputation of Bosch, Miele, BMW etc.</li><li>• Globalisation is important for Germany because Germany's economic success depends upon exporting goods e.g. high quality white goods, skills and services e.g. Deutsche Bank.</li><li>• Globalisation brings cheaper imports and allows for cheaper out-sourcing which can be challenging for the German economy.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The legal minimum wage in Germany is relatively high, currently at 8.84 Euro.</li><li>• The German workforce is highly skilled, well-trained, and commands higher wages than those with no specialist training. Unions are very active in Germany e.g. IG Metall.</li><li>• High wage wages are positive for Germany, as the country attracts the most skilled workers. Baden Württemberg, which houses many automobile and machinery companies, such as Mercedes, is able to fill gaps in the job market with higher than average salaries.</li><li>• The high wages make Germany less competitive in the global market and there is a risk that manufacturing will be exported e.g. Bosch manufacturing drill parts abroad.</li></ul>

## AL Task 1 STIMULUS GN4

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"> <li>• Music from German speaking composers is known all over the world – Mozart, Beethoven, Bach, Händel, Haydn. The number of prolific German speaking composers is unique in comparison to many other countries in the world.</li> <li>• The history of music was influenced by many German speaking composers, who are often considered to be defining composers of their era, such as Händel in the baroque period, or key to the transitions between periods, such as Beethoven from classical to Romantic – their innovations influence the development of classical music across Europe and the world.</li> <li>• People who begin learning to play classical instruments all over the world are exposed to classical German music from the earliest stages of their learning.</li> <li>• The concentration of concert halls, and Philharmonia in Germany is notably high, e.g. Philharmonie in Berlin and Leipzig Gewandhaus, as well as the contribution to early electronic music from Kraftwerk, and famous opera festivals, .g. n Bayreuth.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The German music charts and radio and TV broadcasts aimed at youngsters are dominated by music from non-German speaking areas, e.g. MTV Deutschland and Die Offiziellen Charts.de</li> <li>• On the other hand, there are notable German “singing” role models, such as Xavier Naido, Namika, Rammstein and Nena.</li> <li>• There is a range of opportunities for young musicians in the German speaking world, e.g. “DSDS”. The range of festivals allows inexpensive access to a range of performance opportunities.</li> <li>• Classical musicians have access to numerous conservatoires and specialist music schools, e.g. in Leipzig and Vienna.</li> </ul>

**AL Task 1 STIMULUS GN5**

<b>Statement</b>	<b>Indicative Content</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• People are watching less TV because of increased use of the internet in German speaking countries, e.g. "Tatort" has seen a decline in viewing figures this year.</li> <li>• There are regional differences apparent between the countries and within the countries, as internet speeds vary in German speaking areas, e.g. Munich compared to some remote Alpine villages.</li> <li>• A reduction in TV viewing could bring benefits for German speaking countries, as people are less dependent on viewing schedules. All of the German speaking countries have a lower TV consumption than the EU average, with the Swiss the lowest of all, so the effects may not be very noticeable.</li> <li>• On the other hand, advertising and media industries, which employ over 1,000,000 in Germany may suffer, due to low television consumption.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The statement is interesting, as it is often young German speaking people who are accused of excessive media consumption.</li> <li>• Despite a larger audience of older people, the TV programming is, in many respects, still focussed on younger viewers, with many imported formats, such as "DSDS", "Das Supertalent" und "Ich bin ein Star, holt mich hier raus!"</li> <li>• Older people may watch more television, as they are not familiar with new media and technologies. This may ensure the survival of more traditional programming, such as "Tatort" for now, but this may change.</li> <li>• The future of German speaking broadcasters could become uncertain, as youngsters are forming new media habits, e.g. one survey showed that 1/5 of German youngsters no longer watch a traditional TV, preferring online options. If this trend continues, then the future could be uncertain for traditional broadcasters.</li> </ul>

## AL Task 1 STIMULUS GN6

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"> <li>• The traditional Christmas markets and festivals thrive, but there is evidence of an increase of non-traditional items on sale, and overinflated prices. "Touring festivals" are now more and more common, e.g. a "Mini-Oktoberfest" in Berlin, or touring German markets.</li> <li>• Through commercialisation, the traditions of the German speaking community are accessible all over the world. A well-visited festival has positive and negative effects on the area in which it is held. E.g. the 6 million visitors to the Oktoberfest spend approximately 364 Million Euro per year. However, the locals can feel excluded due to the high volume of tourists and the astronomical prices.</li> <li>• Many festivals have religious origins, which are being eroded, e.g. chocolate "Hasen" replacing religious symbols.</li> <li>• "Himmelfahrt" and "Pfingsten" are still public holidays, but fewer people attend church on these days.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Festivals are problematic, as they are losing touch with their traditional roots. They can attract crime and interfere with transport, traffic and general normal running of a town or city.</li> <li>• They require a lot of organisation, such as Karneval in Cologne, which draws over 100,000 visitors annually. Excessive alcohol consumption and resultant antisocial behaviour are then an issue.</li> <li>• Children's entertainment, a range of food and drinks, e.g. Zuckerwatte for children and Glühwein for adults. Das Ordnungsamt ensures a safe environment.</li> <li>• However, alcohol plays a big part and associated antisocial behaviour is not child friendly, e.g. at the Karneval in Cologne. Festivals can be very expensive.</li> </ul>

## AL Task 1 STIMULUS GN7

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"> <li>• An influx of young people into Germany will help alleviate the issues of a birth rate that has remained stubbornly low for decades – foreigners have helped to raise the birth rate to above 1.5 children per woman for the first time since 1982.</li> <li>• Young workers pay taxes, which will help to support an ageing population, such as Germany's, where the life expectancy is 81 years.</li> <li>• Young immigrants are attracted to Germany because of, e.g. the relatively high wages (minimum wage of €8.84), comparatively good living conditions and training opportunities offered by the government.</li> <li>• From within the EU, young people are drawn from less prosperous countries to work in a more economically successful country with better job opportunities. Often, these are jobs, which Germans choose not to take, such as the growing service sector, whose workforce consisted of over 25% migrant workers in 2011.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• The statement is unsurprising as many Germans recognise that they need young immigrants to balance out the age demographic since life expectancy is 81 years and the birth rate is relatively low.</li> <li>• However, the statement may be surprising in light of the rise of anti-immigration groups such as Pegida.</li> <li>• The tolerance, understanding and respect for other cultures is encouraged by multiculturalism, and many organisations help to promote this, e.g. "Multikulturelles Forum" and "Projekt Ankommen".</li> <li>• The variety of experiences offered by multiculturalism is positive, e.g. the Turkish "Dönerbuden" and the Indian Yoga centres and the multicultural areas of cities, such as Kreuzberg in Berlin.</li> </ul>



## AL Task 1 STIMULUS GN8

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"><li>• Immigrants from places which already have large communities in Germany may find integration difficult, as they can live comfortably within a non-German speaking community, such as large Turkish communities in Cologne and Neukölln.</li><li>• Studies show trends amongst different groups of immigrants, e.g. those from the EU, Aussiedler, Russians, Turks, former Yugoslavians.</li><li>• Many projects exist to combat stereotypes and explain cultural differences, such as Thomas Bönig's tours through the multicultural quarters of Cologne.</li><li>• Language classes and inter-community events, such as sports matches and voluntary projects, help integration. Also the "Einbürgerungstest."</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Children of migrant backgrounds are far more likely in Germany to attend a "Hauptschule" and therefore, less likely to attend university. Children who were not born in Germany are more likely to leave school with no qualifications than those who were born in Germany.</li><li>• The language barrier is a big issue, as those without good knowledge of German cannot succeed in grammar schools. There is a double burden on children of immigrants, as they are often less wealthy, and wealth has a large impact on success rates in the German school system.</li><li>• Article 3 of the Grundgesetz states "Niemand darf wegen seines Geschlechtes, seiner Abstammung, seiner Rasse, seiner Sprache, seiner Heimat und Herkunft, seines Glaubens, seiner religiösen oder politischen Anschauungen benachteiligt oder bevorzugt werden."</li><li>• There are many campaigns to combat discrimination, such as the online portal "Aktiv-gegen-Diskriminierung" which seeks to address prejudices.</li></ul>

## AL Task 1 STIMULUS GN9

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"><li>• Germany has had an enormous influx of refugees in the last five years, and has accepted more than most other European countries.</li><li>• Many Germans are concerned about the burden that this is placing on society and feel that there has not always been effective planning and organisation, e.g. Angela Merkel's decision to welcome more and more refugees was seen as short-sighted by her opponents.</li><li>• There are such large numbers of immigrants in Germany that it is important to promote cohesion, e.g. the website tagesschau.de reports on over 700 projects to encourage integration.</li><li>• It is important to address the concerns of those worried about the level of immigration as people are likely to become more extreme in their views if they do not feel they are being listened to, e.g. Pegida.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• Germany has received a lot of immigrants and some places, e.g. Munich, could be overwhelmed due to their geographical location and economic situation, if immigrants are not distributed evenly.</li><li>• On the other hand, it is unfair to expect asylum seekers to integrate as successfully in areas which do not have the infrastructure or resources to offer them, e.g. rural areas, or areas of high unemployment.</li><li>• Germany's attitude towards immigration was initially very positive, as Germany provided protection to the many refugees, as well as opportunities for economic refugees, e.g. the welcome afforded in many communities with volunteers in Munich</li><li>• People are becoming more cautious, however, and are starting to consider the government overgenerous or irresponsible, encouraging many to make the uncertain or dangerous journey, e.g. the "open door" policy of the Merkel government.</li></ul>

## AL Task 1 STIMULUS GN10

<b>Statement</b>	<b>Indicative Content</b>
<b>A</b>	<ul style="list-style-type: none"><li>• Some found conformity in the GDR easier as it brought many benefits – material items, such as flats, cars, telephones and being trusted to travel to the west. Better education and employment opportunities and non-conformity was punishable by restrictions, imprisonment or even death.</li><li>• Others found the regime stifling, and conformity so difficult that they risked death in attempts to escape, or committed suicide.</li><li>• People in the GDR lived in some comfort – homelessness, unemployment, hunger and poverty did not exist, but these were social problems, which existed in the FRG.</li><li>• However, the housing was often poor quality in the GDR, there was widespread over-employment and choice, freedom and variety were limited in comparison to the West.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The restrictions on freedom were the only way to enable the country to survive, yet they were inhumane, e.g. separating families in East and West.</li><li>• Political persecution of dissidents at the hands of the Stasi and the extent to which the Stasi controlled the thoughts and opinions of the population was remarkable.</li><li>• There was restricted freedom in order to control dissidents and those who objected to the lack of democracy.</li><li>• Outside influences, particularly from non-socialist countries, were viewed with much suspicion by the authorities, so they were strictly limited.</li></ul>

## AL Task 1 STIMULUS GN11

<b>Statement</b>	<b>Indicative Content</b>
<b>A</b>	<ul style="list-style-type: none"><li>• There is a view that the GDR existed for 40 years, and this could be considered to be a long time, which makes the statement untrue.</li><li>• On the other hand, frustrations caused by lack of free elections and the control of the Stasi are often mentioned as the driving forces behind the revolution in 1989/90.</li><li>• People's rights to travel, disagree with the government, and voice their opinions were not respected.</li><li>• Torture by the Stasi, both mental and physical, was commonplace in the GDR.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• The Berlin Wall symbolises the failure of the GDR state to gain the loyalty of its people.</li><li>• The Berlin Wall symbolises the failure of the GDR as a legitimate state, only existing by the use of force.</li><li>• The "Monday Demonstrations" which began in Leipzig were crucial in the process which led to the fall of the Berlin Wall and the end of the regime.</li><li>• The numbers of people who gathered at the border check-points following Günter Schabowski's announcement on changing travel restrictions eventually led guards to open the gates.</li></ul>

## AL Task 1 STIMULUS GN12

Statement	Indicative Content
<b>A</b>	<ul style="list-style-type: none"><li>• Many years after reunification, stereotypes and clichés about “Ossis” and “Wessis” still endure.</li><li>• A legacy of unemployment and youth migration to the west continues to affect those living in the new Bundesländer.</li><li>• German reunification still shows signs of being incomplete in terms of physical infrastructure and economic equality.</li><li>• There is now a younger generation, “Generation Einheit,” which has grown to adulthood in a unified Germany and feels less affected by the German division as well as a former East German as Bundeskanzlerin.</li></ul>
<b>B</b>	<ul style="list-style-type: none"><li>• There is higher unemployment in the new Bundesländer, so many people are willing to work for less, rather than be unemployed.</li><li>• The cost of living is, on average, lower in the new Bundesländer, so employers are able to find workers whilst still offering lower wages.</li><li>• The government has invested heavily in improving the infrastructure of the former eastern states and cities such as Leipzig, Dresden and Erfurt are keeping pace with western cities in some key economic areas.</li><li>• Projects to encourage investment and movement outwards to the east could further balance these inequalities.</li></ul>