

# Pearson Edexcel Level 3 GCE

## German

### Advanced

### Paper 3: Speaking

### General instructions to the teacher-examiner

Summer 2018

**21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
  - Task 1: 6 to 7 minutes (recommended)
  - Task 2: 10 to 11 minutes (recommended)
  - Total assessment time: 21 to 23 minutes, (16 to 18 minutes of speaking plus 5 minutes' preparation time for Task 1).
- Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time for Task 1 **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for Task 1 **only**.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimulus.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice, and for giving them the correct stimulus card based on that choice.

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### **Task 1 (discussion on a Theme)**

- Task 1 is recommended to last approximately 6 to 7 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson, (see sequencing grid below).
- The choice of sub-themes is told to the candidate in English by the invigilator immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'media' or 'education'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

#### **Task 1 part 1**

You must:

- ask the candidate which statement s/he has chosen.
- ask the two compulsory questions relating to the statement (A or B) chosen by the candidate. Questions may be repeated, but rephrasing is not allowed.
- develop the discussion by asking appropriate follow up questions relating to the subject matter on the stimulus card.

#### **Task 1 part 2**

You must broaden the discussion to cover other aspects of the overall Theme. Optional generic questions are provided by Pearson (see below) as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions (see section below beginning '*Optional generic questions...*')."

### **Task 2 (presentation and discussion on candidate's independent research project)**

- Task 2 is recommended to last 10 to 11 minutes.

#### **Task 2 part 1 (independent research presentation)**

You must allow the candidate to open with their presentation on written sources used as part of their research. This must not exceed 2 minutes. Candidates are allowed to refer to their RP3 form during the presentation.

#### **Task 2 part 2 (discussion on independent research)**

You must ask follow-up questions about the candidate's presentation and then begin a wider exploration of the research as a whole in order to elicit the candidate's understanding and analysis of the cultural and social context. You should use the key findings and list of sources on their copy of the RP3 form to help them formulate their own questions. Optional generic questions are provided by Pearson as a guide to the questions you should ask in order to enable the candidate to meet the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the research topic by developing and justifying arguments and forming conclusions.

**Optional generic questions to promote discussion and to enable candidates to analyse aspects of the Theme (Task 1)/ analyse their chosen subject of interest (Task 2):**

- *Kannst du mir ein Beispiel für... geben?*
- *Warum sagst du das?*
- *Welchen Schluss könnte man aus x ziehen?*
- *Welche Beweise gibt es, die diese Meinung unterstützen?*
- *Warum ist das wichtig/relevant?*
- *Welche Bedeutung hat x?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

- *Wie sehen Sie...?*
- *Glauben Sie nicht, dass...?*
- *Würden Sie nicht zustimmen, dass...?*
- *Ist es nicht der Fall, dass...?*
- *Verstehen Sie, was ich meine?*

Candidates are also expected to take lead in the discussions.

It is your responsibility to cover all parts of each task and ask appropriate questions to ensure that the candidate is able to access the maximum amount of marks available. The speaking assessment should last between 16 to 18 minutes in total and you must ensure that timings are followed. 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, you must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

Students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

**Sequence of stimulus cards for speaking examination: Task 1**

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break, lunchtime, start the next candidate on next order of the sequence. For example, candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD-TASK 1
Candidate 1	Card 1 or 12
Candidate 2	Card 6 or 7
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 8 or 12
Candidate 6	Card 2 or 5
Candidate 7	Card 1 or 5
Candidate 8	Card 7 or 11
Candidate 9	Card 4 or 9
Candidate 10	Card 3 or 10
Candidate 11	Card 6 or 8
Candidate 12	Card 2 or 12

**Key to Advanced Level Task 1 cards for invigilator**

STIMULUS CARD	SUB-THEME (IN ENGLISH)
1	Nature and the environment
2	Education
3	The world of work
4	Music
5	Media
6	Festivals and traditions
7	The positive impact of immigration on German society
8	Facing the challenges of immigration and integration
9	The public and social response to immigration
10	Society in the GDR before reunification
11	Events leading up to reunification
12	Germany since reunification

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## STIMULUS GN1

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Natur und Umwelt

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Nachhaltig zu leben heißt in Deutschland viel mehr als Lebensmittel im Bioladen zu kaufen und Ökostrom zu verwenden.**

*Compulsory teacher/examiner questions:*

1. Inwiefern glauben Sie, dass Nachhaltigkeitsinitiativen in Deutschland erfolgreich sind?
2. Warum ist es Ihrer Meinung nach vorteilhaft für Deutschland, Nachhaltigkeit zu fördern?

**B. Obwohl sich viele Deutsche anstrengen, nachhaltig zu leben, sind diese Anstrengungen nicht effektiv.**

*Compulsory teacher/examiner questions:*

1. Inwieweit kann man als Einzelner einen positiven Einfluss auf die Umwelt haben, Ihrer Meinung nach?
2. Inwiefern glauben Sie, dass die Industrie in Deutschland eine Barriere für Nachhaltigkeit ist?

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## STIMULUS GN2

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Bildung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A. Das deutsche Schulsystem bietet einen passenden Bildungsweg für jeden.**

*Compulsory teacher/examiner questions:*

1. Inwiefern bietet das deutsche Schulsystem eine Bildungsmöglichkeit für alle?
2. Was halten Sie für die Schwierigkeiten des deutschen Schulsystems und warum?

#### **B. Das deutsche Schulsystem setzt Jugendliche unter zu viel Leistungsdruck.**

*Compulsory teacher/examiner questions:*

1. Inwiefern stehen deutsche Schüler und Schülerinnen unter Druck?
2. Wie wichtig ist es in Deutschland, das Abitur zu erwerben?



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## STIMULUS GN3

### Task 1

#### Thema: Gesellschaftliche Entwicklung in Deutschland

#### Die Welt der Arbeit

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Der Erfolg der deutschen Wirtschaft ist auf die Vielfältigkeit der deutschen Industrie zurückzuführen.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von dieser Aussage zur deutschen Industrie?
2. Inwiefern ist Globalisierung für die deutsche Wirtschaft positiv?

**B. Der hohe Stundenlohn in Deutschland stellt eine große Herausforderung für die Wirtschaft dar.**

*Compulsory teacher/examiner questions:*

1. Was sind Ihrer Meinung nach die Ursachen von hohen Arbeitskosten in Deutschland?
2. Was sind die Folgen von hohen Arbeitskosten in Deutschland?

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## STIMULUS GN4

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Musik

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Der deutschsprachige Raum hat einen einzigartigen Beitrag zur Welt der Musik geleistet.**

*Compulsory teacher/examiner questions:*

1. Wie wichtig ist der Beitrag von Musik aus dem deutschsprachigen Raum zur Musikwelt?
2. Welche Rolle spielt Musik aus dem deutschsprachigen Raum heutzutage?

**B. Junge deutsche Musiker haben nicht genug deutschsprachige Vorbilder.**

*Compulsory teacher/examiner questions:*

1. Inwiefern mangelt es Ihrer Meinung nach an deutschsprachigen Vorbildern in der deutschen Musikszene?
2. Inwiefern ist der deutschsprachige Raum ein attraktiver Ort für junge Musiker?

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## STIMULUS GN5

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Medien

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Die zunehmende Internetnutzung im deutschsprachigen Raum ist eine Katastrophe für die Fernsehindustrie.**

*Compulsory teacher/examiner questions:*

1. Wie beeinflusst Ihrer Meinung nach die zunehmende Internetnutzung im deutschsprachigen Raum den Fernsehkonsum?
2. Inwiefern sind aktuelle Fernsehgewohnheiten positiv für den deutschsprachigen Raum?

**B. Deutsche im Alter von 59 bis 69 sehen dreimal länger fern als Jugendliche.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von dieser Aussage zum Fernsehkonsum in Deutschland?
2. Wie sieht die Zukunft des deutschsprachigen Fernsehens angesichts dieser Tatsache aus?

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## Stimulus GN6

### Task 1

#### Thema: Politische und künstlerische Kultur im deutschen Sprachraum

#### Die Rolle von Festen und Traditionen

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A. Traditionen und Feste im deutschsprachigen Raum werden leider immer kommerzieller.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von der Kommerzialisierung von Traditionen im deutschsprachigen Raum und warum?
2. Inwiefern glauben Sie, dass Feste im deutschsprachigen Raum die Verbindung zur Vergangenheit verloren haben?

#### **B. Volksfeste im deutschsprachigen Raum bringen nur Nachteile mit sich.**

*Compulsory teacher/examiner questions:*

1. Wie könnten Ihrer Meinung nach Volksfeste problematisch für den deutschsprachigen Raum sein?
2. Inwiefern sind Feste im deutschsprachigen Raum familienfreundlich?



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## STIMULUS GN7

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die positive Auswirkung von Immigration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Vorteilhaft für Deutschland ist, dass das Durchschnittsalter der Zuwanderer derzeit bei 28 Jahren liegt.**

*Compulsory teacher/examiner questions:*

1. Welche Rolle spielt Ihrer Meinung nach das Alter der Zuwanderer für Deutschland?
2. Warum ist Deutschland so ein attraktives Einwanderungsland?

**B. Deutschland ist jetzt ein erfolgreiches multikulturelles Land.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von dieser Aussage über Deutschland?
2. Wie profitiert Deutschland von den vielfältigen Kulturen der Immigranten?

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## STIMULUS GN8

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Herausforderungen von Immigration und Integration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Bei der Integration in die deutsche Gesellschaft spielt das Herkunftsland des Einwanderers eine bedeutende Rolle.**

*Compulsory teacher/examiner questions:*

1. Warum ist die Herkunft der Einwanderer bei der Integration in Deutschland wichtig?
2. Wie versucht man in Deutschland die Integration der Einwanderer zu erleichtern?

**B. Das deutsche Bildungssystem diskriminiert gegen Menschen mit Migrationshintergrund.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von dieser Aussage über Bildungsungleichheiten?
2. Wie bekämpft man Diskriminierung gegen Ausländer in Deutschland?

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Turn over ►

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## STIMULUS GN9

### Task 1

#### Thema: Immigration und die deutsche multikulturelle Gesellschaft

#### Die staatliche und soziale Reaktion auf die Immigration

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Jeder zweite Bundesbürger fordert einen Aufnahmestopp von Asylbewerbern.**

*Compulsory teacher/examiner questions:*

1. Wie lässt sich Ihrer Meinung nach diese Aussage erklären?
2. Wie ernst sollte die deutsche Regierung die Forderung nach einem Aufnahmestopp nehmen?

**B. Asylbewerber sollten das Recht haben zu wählen, wo sie in Deutschland leben.**

*Compulsory teacher/examiner questions:*

1. Inwiefern können Sie diese Aussage akzeptieren?
2. Wie hat sich die Haltung der deutschen Regierung in Bezug auf Ausländer in letzter Zeit geändert?

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Turn over ►

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## STIMULUS GN10

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Die Gesellschaft in der DDR vor der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Durch Konformität konnten sich viele ein angenehmes Leben im DDR-Staat gestalten.**

*Compulsory teacher/examiner questions:*

1. Wie schwierig war es für die Bürger, sich dem DDR-Regime anzupassen?
2. Wie war das Leben in der DDR im Vergleich zur BRD?

**B. An Freiheit mangelte es in der DDR von Anfang an.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von der Kontrolle, die der DDR-Staat auf sein Volk ausübte?
2. Warum gab es begrenzte Freiheit in der DDR?



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Turn over ►

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## STIMULUS GN11

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Ereignisse vor der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

#### **A. Ein undemokratischer Staat wie die DDR kann auf Dauer nicht existieren.**

*Compulsory teacher/examiner questions:*

1. Was halten Sie von dieser Aussage über Demokratie in der DDR?
2. Wie hat die DDR die Menschenrechte missachtet?

#### **B. Die Berliner Mauer war ein Symbol für das Versagen der DDR.**

*Compulsory teacher/examiner questions:*

1. Inwieweit stimmen Sie mit der Aussage über die Berliner Mauer überein?
2. Wie haben die DDR-Bürger zum Mauerfall beigetragen?

## Pearson Edexcel Level 3 GCE

# German

**Advanced**

**Paper 3: Speaking**

**Instructions to the teacher-examiner**

Summer 2018

**21 to 23 minutes (total), which includes  
5 minutes' preparation time**

Paper Reference

**9GN0/03**

**You do not need any other materials.**

### Instructions

- Task 1 lasts approximately 6 to 7 minutes.
- You must open the examination by asking the candidate which of the statements (A or B) s/he has chosen.
- You must then ask the two compulsory questions relating to the statement that the candidate has chosen (A or B) as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- You must then broaden the discussion to cover other aspects of the overall Theme.
- You should then proceed to Task 2, (presentation and discussion on candidate's independent research project) following the guidelines as outlined in the 'General instructions to the teacher-examiner' document.

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## STIMULUS GN12

### Task 1

#### Thema: Die Wiedervereinigung Deutschlands

#### Deutschland seit der Wiedervereinigung

Stellen Sie die **ZWEI** Fragen, die zu der Behauptung (A oder B) gehören, die der Schüler/ die Schülerin ausgewählt hat. Stellen Sie die Fragen in der gezeigten Reihenfolge.

**A. Die Zeit der Zweistaatlichkeit hat die Bürger und Bürgerinnen der DDR und der BRD nachhaltig geprägt.**

*Compulsory teacher/examiner questions:*

1. Wie hat Ihrer Meinung nach die Zeit der Zweistaatlichkeit die Bürger und Bürgerinnen geprägt?
2. Inwiefern ist die Wiedervereinigung jetzt vollendet?

**B. In den neuen Bundesländern wird man nie so viel verdienen wie in den alten.**

*Compulsory teacher/examiner questions:*

1. Was sind Ihrer Meinung nach die Auswirkungen von dieser Ungleichheit?
2. Was macht die Regierung, um die deutsche Einheit zu fördern?