

Pearson Edexcel Level 3 GCE

Summer 2019

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

Paper Reference **9GN0/03**

German

Advanced

Paper 3: Speaking

General instructions to the teacher-examiner

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 4 or 9
Candidate 2	Card 6 or 8
Candidate 3	Card 3 or 4
Candidate 4	Card 9 or 10
Candidate 5	Card 1 or 5
Candidate 6	Card 2 or 5
Candidate 7	Card 8 or 12
Candidate 8	Card 7 or 11
Candidate 9	Card 1 or 12
Candidate 10	Card 3 or 10
Candidate 11	Card 6 or 7
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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German

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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 Deutschland ist beim Thema erneuerbare Energien ein Vorbild und ist anderen Ländern weit voraus.

Compulsory teacher/examiner questions:

1. *Inwiefern stimmen Sie dieser Aussage zu?*
2. *Welche erneuerbare Energieform eignet sich besonders gut für Deutschland? Warum?*

B Erneuerbare Energien führen in Deutschland zu neuen Problemen.

Compulsory teacher/examiner questions:

1. *Wie groß sind die Probleme, die erneuerbare Energien in Deutschland verursachen?*
2. *Wie wichtig sind erneuerbare Energien für Deutschland?*

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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 Schwache Schüler bekommen in Hamburg eine verpflichtende Nachhilfe in Fünfer-Fächern, was viel besser ist als Sitzenbleiben.

Compulsory teacher/examiner questions:

1. *Inwiefern stimmen Sie zu, dass diese Alternative zum Sitzenbleiben besser ist?*
2. *Wie ist die aktuelle Situation in Bezug auf Sitzenbleiben in Deutschland?*

B Die Wiederholung eines Schuljahres für schwächere Schüler ist pädagogisch sinnvoll.

Compulsory teacher/examiner questions:

1. *Warum glauben Sie, dass Sitzenbleiben Teil des deutschen Schullebens bleibt?*
2. *Wie könnte das Sitzenbleiben eine negative Auswirkung auf das Leben eines Jugendlichen haben?*

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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 Studie zur Arbeitsmoral in Deutschland - nur jeder Dritte will arbeiten!

Compulsory teacher/examiner questions:

1. *Inwiefern glauben Sie, dass diese Studie die wahre deutsche Arbeitsmoral widerspiegelt?*
2. *Wie motivieren deutsche Arbeitgeber ihre Arbeitskräfte?*

B Dank der Förmlichkeit am Arbeitsplatz ist die Berufszufriedenheit in Deutschland relativ groß.

Compulsory teacher/examiner questions:

1. *Inwiefern ist es positiv für Deutschland, dass man oft das Arbeitsleben und das Sozialleben trennt?*
2. *Was versteht man unter Förmlichkeit am Arbeitsplatz 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 Da immer mehr Alben aus dem Netz heruntergeladen werden, können deutsche Musiker nur durch Livekonzerte ihr Geld verdienen.

Compulsory teacher/examiner questions:

1. Was halten Sie von dieser Aussage über Musik im deutschsprachigen Raum?
2. Wie wichtig ist Livemusik in der deutschsprachigen Gesellschaft?

B Die Musikindustrie geht in Deutschland rechtlich gegen illegale Uploader vor - und das ist gut so!

Compulsory teacher/examiner questions:

1. Inwiefern halten Sie es für richtig, dass illegale Uploader rechtlich bestraft werden?
2. Wie hat das Internet die Musikszene im deutschsprachigen Raum geändert?

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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 Der digitale Wandel in der deutschen Gesellschaft hat den Buchmarkt bereits maßgeblich beeinflusst.

Compulsory teacher/examiner questions:

1. *Inwiefern sind veränderte Lesegewohnheiten positiv für den deutschsprachigen Buchmarkt?*
2. *Wie hat der digitale Wandel die Leser im deutschsprachigen Raum beeinflusst?*

B Im deutschsprachigen Raum wird man den traditionellen Büchern immer treu bleiben.

Compulsory teacher/examiner questions:

1. *Warum sind Ihrer Meinung nach traditionelle Bücher immer noch so beliebt im deutschsprachigen Raum?*
2. *Inwiefern ist die E-Book-Branche wichtig für den deutschsprachigen Raum?*

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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 Deutsche müssen nicht nach China oder Afrika reisen, um neue Kulturen zu entdecken. Bedeutende kulturelle Unterschiede gibt es auch im deutschsprachigen Raum.

Compulsory teacher/examiner questions:

1. *Inwiefern ist es wichtig, dass man die Vielfalt der deutschen Traditionen schützt?*
2. *Wie ist die Kultur im deutschsprachigen Raum von Region zu Region unterschiedlich?*

B Die Deutschen legen viel Wert auf altmodische Sitten. Das ist meistens kein Vorurteil, sondern tatsächlich wahr.

Compulsory teacher/examiner questions:

1. *Was halten Sie von dieser Aussage über deutsche Sitten?*
2. *Auf welche Weise beeinflussen Sitten und Bräuche die deutschsprachige Gesellschaft?*

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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 Die Zuwanderung nach Deutschland ist mitverantwortlich dafür, dass es den Deutschen heute so gut geht.

Compulsory teacher/examiner questions:

1. *Wie wichtig ist Ihrer Meinung nach der Beitrag der Zuwanderer zur deutschen Wirtschaft?*
2. *Wie hat man in Deutschland eine positive Einstellung zur Immigration geschaffen?*

B Dank der Wirtschaftsmigration erleben Musik, Film und Kunst in Deutschland eine Neugeburt.

Compulsory teacher/examiner questions:

1. *Glauben Sie, dass die Zuwanderer größere Beiträge zur Wirtschaft oder zur Kultur leisten? Warum?*
2. *In welchen Bereichen der deutschen Kunstwelt hat die Einwanderung eine positive Auswirkung?*

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STIMULUS GN8

Task 1

Thema: Immigration und die deutsche multikulturelle Gesellschaft

Die 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 Die Deutschen halten die Ausländer für Schmarotzer. Die Ausländer halten die Deutschen für ausländerfeindlich.

Compulsory teacher/examiner questions:

1. *Inwiefern glauben Sie, dass diese Aussage über Deutschland stimmt?*
2. *Wie unterstützt der deutsche Staat die Einwanderer?*

B Integration kann nicht einseitig passieren – beide Seiten müssen Integration wollen.

Compulsory teacher/examiner questions:

1. *Inwiefern glauben Sie, dass man in Deutschland Integration will?*
2. *Inwieweit ist Integration in jedem Lebensbereich in Deutschland erfolgreich?*

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STIMULUS GN9

Task 1

Thema: Immigration und die deutsche multikulturelle Gesellschaft

Die staatliche und soziale Reaktion zur 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 Rechtsextremismus ist ein Problem, das ganz Deutschland betrifft.

Compulsory teacher/examiner questions:

1. *Inwiefern stimmen Sie mit dieser Aussage zum Rechtsextremismus überein?*
2. *Was verursacht Rechtsextremismus in Deutschland?*

B Der Höhepunkt des Rechtsextremismus in Deutschland kam direkt nach der Wende. Seitdem lässt er wieder nach.

Compulsory teacher/examiner questions:

1. *Was halten Sie von dieser Aussage zum Rechtsextremismus in Deutschland?*
2. *Tut man Ihrer Meinung nach genug gegen Rechtsextremismus in Deutschland?*

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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 Die ostdeutschen Plattenbauten symbolisieren immer noch den Erfolg des SED-Regimes.

Compulsory teacher/examiner questions:

1. *Inwiefern spiegelt diese Aussage die Meinung der DDR-Bürger wider?*
2. *Warum war das Wohnungswesen in der DDR immer ein Brennpunkt?*

B Kohle schleppen, kaltes Wasser und Außentoilette – kein Wunder, dass niemand in der DDR eine Altbauwohnung wollte.

Compulsory teacher/examiner questions:

1. *Wie erfolgreich war der DDR-Staat bei dem Versuch, die Wohnungsnot zu beenden?*
2. *Warum blieben die Altbauwohnungen in der DDR so lange in schlechtem Zustand?*

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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 **Sobald Michail Gorbatschow 1985 in der UdSSR an die Macht kam, war der Untergang des DDR-Regimes klar.**

Compulsory teacher/examiner questions:

1. Was halten Sie von Michail Gorbatschows Rolle in der Geschichte der DDR?
2. Wie hat der DDR-Staat versucht, das Ende der DDR zu verhindern?

B **„Reform statt Massenflucht“ hieß es 1989 auf den Plakaten bei den Montagsdemonstrationen.**

Compulsory teacher/examiner questions:

1. Glauben Sie, dass die meisten DDR-Bürger „Reform statt Massenflucht“ wollten?
2. Wie hat die Massenflucht zum Mauerfall geführt?

Pearson Edexcel Level 3 GCE

Summer 2019

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

Paper Reference **9GN0/03**

German

Advanced

Paper 3: Speaking

Instructions to the teacher-examiner

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.

Turn over ►

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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 Seit dem Mauerfall ist die Zahl der Einwohner in Sachsen um fast 20% gesunken. Dies zeigt, dass die Wiedervereinigung kein Erfolg war.

Compulsory teacher/examiner questions:

1. Was ist Ihrer Meinung nach die schlimmste Folge der sinkenden Bevölkerungszahlen für Ostdeutschland?
2. Wie kann man die Bevölkerungszahlen in den neuen Bundesländern erklären?

B Menschen aus Ostdeutschland, die jetzt im Westen leben und arbeiten, sind zufriedener als die Vergleichsgruppe der Daheimgebliebenen.

Compulsory teacher/examiner questions:

1. Inwiefern stimmen Sie dieser Aussage zu?
2. Was war die größte Herausforderung für die Ostdeutschen, die nach der Wende in den Westen gezogen sind?