



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In German (9GN0) Paper 03
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.

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.

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	<ul style="list-style-type: none"> • Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context. • 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.
4-6	<ul style="list-style-type: none"> • Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context. • 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.

7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
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Marks	Description
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

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.

Discussion on a theme (continued)

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 (AO3)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">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.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4-6	<ul style="list-style-type: none">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.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">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.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">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.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.Pronunciation and intonation are accurate, intelligible and authentic sounding.

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.

Task 1- Discussion on a theme (continued)

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"> • 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. • 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.
3-4	<ul style="list-style-type: none"> • 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. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5-6	<ul style="list-style-type: none"> • Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • 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.

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. This constitutes questions such as:

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

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Task 2, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none">• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	<ul style="list-style-type: none">• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.• Gives a relevant personal response to the written sources supported with some justification.
10–12	<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 – Discussion on independent research

Three mark grids are applied to this part of the task:

- 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 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. **Knowledge and understanding of society and culture (AO4)**

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

7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.

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

Task 2, Part 2 – Discussion on independent research (continued)

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 (AO3)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none">• 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.• Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	<ul style="list-style-type: none">• 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.• Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.• Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none">• 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.• Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.• Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none">• 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.• Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.• Pronunciation and intonation are accurate, intelligible and authentic-sounding.

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/varied use of 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).

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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:**

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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
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- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
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Task 2, Part 2 – Discussion on independent research (continued)

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)

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Additional guidance

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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. This constitutes questions such as:

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

The constraints of the assessment mean that the teacher/examiner should contribute only brief opinions in response to these types of questions, in order to give students the maximum length of assessment time.

Speaking task 1- Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant ideas or opinion.

AL Task 1 STIMULUS GN1

Statement	Indicative Content
A	<ul style="list-style-type: none">• The German government is still striving towards CO₂ neutrality by 2050. As this goal is still 30 years from being fulfilled, one could say that it is far from old fashioned.• There is a growing number of activists and bloggers promoting the idea of being "CO₂ positive". For example Chris Schleicher, who on his website also promotes more modern concepts such as the difference between "Carbon Handprints" as well as "footprints".• Zeit.de ran an interesting article about separating rubbish and dealt with some long-standing myths surrounding this – such as the need to wash out plastic containers before putting them in the recycling bin – unnecessary and using more energy.• Also, environmental expert Thomas Fischer, Leiter des Bereichs Kreislaufwirtschaft der Deutschen Umwelthilfe, confronts the myth that paper bags are better than plastic with the statement "Am Ende ist es eine Wahl zwischen Pest und Cholera!"
B	<ul style="list-style-type: none">• The website umweltbundesamt.de reports on a study that showed that 63% of Germans who took part felt, that it was their own responsibility to consider the environmental impact of their choices.• On the other hand, companies such as BMW, Mercedes, Lufthansa, who all have net profits in excess of 2bn € per year could afford to do more to balance their environmental impact.• There are many examples of initiatives offered by German companies – for example the opportunities to offset carbon emissions caused by flying that Lufthansa offers.• BMW and Daimler offer "Abwrackprämien" of between 2,000 and 10,000 € for motorists to scrap diesel cars and purchase more environmentally friendly vehicles.

AL Task 1 STIMULUS GN2

Statement	Indicative Content
A	<ul style="list-style-type: none">• According to an article in the Spiegel magazine, Miriam Olbrisch writes that there is indeed enough money in German universities, but it is not spent correctly.• The absence of tuition fees makes German universities accessible to all and allows for greater social mobility.• The government funding makes German universities less competitive on the global stage and means that it is more difficult to attract top researchers and experts.• According to a study by the Goethe Universität in Frankfurt, German universities are underfunded, and investment is not keeping pace with increasing numbers of students.
B	<ul style="list-style-type: none">• It could be argued that German universities offer Bachelor's Degrees with a course duration of 6 semesters and Master's with a course duration of 8 semesters, which is a relatively short period of time to graduate, if one opts for one of these.• However, study times in Germany are stated as a minimum number of Semesters and only 40% of students at German universities actually graduate within the minimum specified time. Many qualifications, such as Staatsexamen require a longer minimum study time than the Bachelor's degrees.• German universities are often overcrowded and therefore, students often have to wait to sit the exams that they require for their desired qualification – for example – Nordrhein-Westfalen has the biggest problem of overcrowding.• Study times in German universities are given as a minimum, rather than a maximum. There is no academic or financial pressure to complete courses in a set amount of time.

AL Task 1 STIMULUS GN3

Statement	Indicative Content
A	<ul style="list-style-type: none">• The aging population in Germany (average life expectancy 81 years) and low birth rate (9.1 births per 1000 of population) are an important factor in this issue.• Generally, low pay and poor conditions result in labour shortages in any industry sector- zeit.de reports that conditions are particularly poor in this sector. Areas of low unemployment generally will further struggle to recruit to this sector.• Germany has great regional variances in relation to unemployment rates. 10.3% in Bremen, compared to 2.9% in Bavaria Therefore, redistribution of the labour force is a possibility for Germany.• Germany's birth rate has been steadily increasing since 2011 according to Tagesschau.de. Exploring the reasons for this and working to support this increasing birth rate provides a long-term possibility for Germany to address this issue.
B	<ul style="list-style-type: none">• It could be considered as surprising, that so many Germans hold this view, given the steadily increasing numbers of women in employment in Germany (5th highest employment rate in Europe according to welt.de)• The outcome of the survey could be considered as a reflection of the population demographic in Germany and the varying viewpoints held by different groups within it.• There is clear legal stance taken in Germany on the matter - for example, the "Gesetz zur Lohngleichheit" and "Das Gesetz für die gleichberechtigte Teilhabe von Frauen und Männern an Führungspositionen" which came into force in 2016• Working parents in Germany are legally allowed up to 10 days off work per year to care for a sick child and are also allowed up to 3 years career break in order to start a family. The transferability of these rights between men and women is intended to ease pressure on working mothers.

AL Task 1 STIMULUS GN4

Statement	Indicative Content
A	<ul style="list-style-type: none"> • According to neue-welle.de, German rap is the most represented German language music in the single and album charts, alongside Schlagermusik and international pop. • The popularity of German Rap on the radio may not be considered to be a true reflection of German youth culture, due to the much more significant online presence of rap and the preferences amongst young Germans for accessing the music they wish to hear, although statista.com confirms that 71% of 16-17 year olds in Germany listen to the radio daily. • Some rappers are known for sexist or disrespectful lyrics, such as those from Kollegah and Farid Bang. • Others may say that the German rap scene is now distinct from that of America and is now so complex that it cannot be easily defined. For example, Fler, Haftbefehl and Cro all have their own, distinct styles, as demonstrated by their fashion labels.
B	<ul style="list-style-type: none"> • The large number of casting shows, such as X-Factor Germany, DSDS, Das Supertalent etc. encourage young people to take up music and become proficient enough to perform. • The opportunities to create music are almost endless, chip.de lists the top 10 apps for creating music and “Die Bundesvereinigung Deutscher Orchesterverbände” is an umbrella organisation which represents the interests of 23,000 orchestras in Germany and 1.6 million active musicians. • Music plays a central part in cultural events – the “Blasmusik” and “Schunkeln” that takes place at traditional festivals, the “Weihnachtslieder” etc. • The passion for music is further shown by the preservation of so many important aspects of musical history, such as the houses of Mozart in Vienna or the Beethovenhaus in Bonn. The spectacular Viennese Balls, over 400 of which are staged each winter and the world famous New Year’s Day concert, booked up a year or more in advance.

AL Task 1 STIMULUS GN5

Statement	Indicative Content
A	<ul style="list-style-type: none"> • It is well known that the AfD uses social media widely to promote its ideas and views and this impression of the German media can be backed up by a survey reported in the Spiegel, which states that around 85% of all social media posts from German political parties are by the AfD. • On the other hand, other parties use social media widely too, such as the SPD, which has 1400 pages on Facebook carrying the party name and messages. • The AfD relies on short, memorable slogans, often using visuals and memes to communicate its messages to as wide an audience as possible. • SPD and CDU, for example, rely on more traditional methods and therefore have a smaller social media presence, and publish far less sensationalist advertising material, with slogans such as "Für Sicherheit, Freiheit und Wohlstand" from the CDU in 2019, compared to the "Islamfreie Schulen" poster produced by the AfD.
B	<ul style="list-style-type: none"> • Fake news is often shocking and controversial and this causes people to talk and discuss it. For example, the tweet by Max Krah, AfD, about crime figures in Chemnitz, which he had manipulated, according to the twitter response of the police in Chemnitz. • Fakenews is sometimes used for jokes, and so spreads quickly around friendship groups on social media – such as the facebook page "Bonsaikatzen Deutschland" or fake messages in Bavaria about "shortened summer holidays to balance out the snow days from the previous year." Which causes confusion or in some cases offence. • There are many examples. Newspapers such as Bildzeitung have used incomplete, controversial headline stories in their free of charge sections of their website, and then clarified the information in the subscriber only area, the incomplete story or information causes discussion and speculation. • Supporters of political parties, such as the AfD, post comments on social media about major incidents and suggest the involvement of foreigners by their choice of language, such as an AfD post in Saxony in "Frauenalltag in der Merkel-BRD...nein, nicht in Arabien, sondern in Freiberg." These provocative messages are shared privately with little thought and are subject to less legal scrutiny than published stories.

AL Task 1 STIMULUS GN6

Statement	Indicative Content
A	<ul style="list-style-type: none">• Many popular German festivals and festivities, such as Sylvester are so old that they pre-date the idea of being environmentally friendly and so it is difficult to honour the traditions in an environmentally friendly way even though the fireworks at Siivester cause a spike in fine dust air pollution.• Sylvester relies on there being large crowds for the atmosphere and grandeur of the event. This makes increased travel and litter an inevitable disadvantage.• Any of the large food and drink festivals, such as Weindorf in Stuttgart create massively increased consumption and so more packaging, food waste etc.• On the other hand, the Karlsruhe.de tourism website produces its guide “ABC zum nachhaltigen Feiern” with tips on how to reduce the environmental impact of celebrations, and so some festivals may even have a positive impact on the environment.
B	<ul style="list-style-type: none">• The answer to this question may depend on the interpretation of the statement. Does “taking part” mean eating Schweinehexen and drinking beer, or does taking part mean being there and enjoying the atmosphere?• Also, the interpretation of “can” is important. Festivals in Germany obviously do not restrict participation on religious grounds. It might be the case that many people can take part, but do not want to for religious reasons.• Tag der deutschen Einheit seeks to be an inclusive public holiday, as the name implies, it is about celebrating the modern German nation, regardless of religious or ethnic background.• The website inklusion-kultur.de publishes a list of festivals, which have the topic of “inclusion” as a fundamental principal, whether in terms of performers, spectators or locations and venues. Liechtenstein National Day on 15 Aug is national holiday for all in the country.

AL Task 1 STIMULUS GN7

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The birth rates in Germany are at their highest since 1972 and around 20,000 babies were born to mothers who themselves had not been born in Germany, and this represents a positive impact on the ageing population demographic of Germany. On the other hand, it could be seen as only a small proportion of the approximately 750000 births per year in Germany. • This is likely to continue, given that the average age of immigrants in Germany is currently late twenties, which also happens to be the most likely age group to have children, according to statistics found in a welt.de article. • There are many effects– some may say the contribution to gastronomy, for example, Döner Kebab, Italian ice cream. Others may mention other cultural contributions, such as film director Yasemin Samdereli. • The positive impact on the economy may be referred to, such as foreign labourers propping up the manufacturing and service sectors and helping to balance the population demographic.
B	<ul style="list-style-type: none"> • As the popularity of holidaying in their home country increases amongst Germans more and more workers are needed in the catering industry. “Ostsee Zeitung” recently ran an article with the headline “Ohne EU-Ausländer läuft nichts mehr” highlighting the necessity of foreign workers. • The same article states that up to 70% of newly employed restaurant staff are non-German workers and that this trend is expected to continue as many of the regular seasonal workers are entering retirement. • It could be said that the contribution to the food industry is less important than other positive contributions, afforded by those settling in Germany. For example, it has been estimated that the GDP could be increased by 90bn € through immigration. • There are general contributions to the culture of Germany, such as the idea of multi-culturalism and how this influences society. More specific examples may come from art, film, theatre or music etc.

AL Task 1 STIMULUS GN8

Statement	Indicative Content
A	<ul style="list-style-type: none"> • A survey conducted by Migazin, an online magazine specialising in the interests of foreign settlers in Germany, showed that whilst they feel settled, they do not feel recognised as part of the society. • According to the survey, Turkish and Russian immigrants to Germany were more likely to feel that they were on the fringes of society than other migrant groups. • A Spiegel study has shown, that job applicants with non-German backgrounds have to apply for considerably more jobs before being invited to an interview. "Gegen Tim hat Hakan keine Chance," states the article. • Another Spiegel study reports on discrimination in the rental market, based on 40 years of statistics, again making the point that "Peter Rieger" has it easier than "Mustafa Pamuk" when trying to find a flat.
B	<ul style="list-style-type: none"> • The diverse groups of people, placed under the category of "Menschen mit Migrationshintergrund", will of course have different needs. The priorities when settling as a Syrian War Refugee will be quite different from the needs of an EU economic migrant worker. • On the other hand, there are common challenges that all non-Germans will share to some degree – language barrier, recognition of training qualifications, financial difficulties, finding suitable living accommodation. • According to mediendienst-integration.de, when we speak about "Migrants in Germany" we are referring to between 9.9 and 10.9 million people living in Germany without German citizenship or approximately 20.8 million people with a non-German background. • Amongst these numbers are distinct groups of people, the biggest of which include approximately 13% of people recognising themselves as Turkish, 11% as Polish and 8% as Russian.

AL Task 1 STIMULUS GN9

Statement	Indicative Content
A	<ul style="list-style-type: none">• It could be positive, as it would mean that there is a consistent approach to integration. However, according to mediendienst-integration.de, the enthusiasm to participate voluntarily is so great, that there is no indication that obligatory courses are needed.• Currently, there are more people wanting to participate than there are places available. In certain circumstances, some people are already ordered to take part in an integration course and in some areas, they face a waiting time of over 8 months, according to welt.de.• Berliner Morgenpost reported on the effectiveness of integration courses. One main point made in the report is that the effectiveness of the course depends mostly on the prior education of the participant.• Comparing the chances of success of a refugee who was already a graduate in his or her home country with those of middle-aged men and women who arrive in Germany having never learned to read or write before, produces very different results.
B	<ul style="list-style-type: none">• At its most recent peak, over 23,000 acts of politically motivated right wing radical crime were recorded, which could be argued to be alarming.• The statistics for this particular type of crime have, however, been steadily falling since then, which could be seen as encouraging. Of course any single occurrence of crime, could be argued to be alarming.• There are organised political parties, such as the AfD and also movements, such as Pegida which represent the far right in an organised, formal way as well as highly organised violent groups such as the NSU• On the other hand, there are more spontaneous forms of right wing extremism, such as the Neo-Nazi or Skinhead scene who congregate in social groups in parks or at stations.

AL Task 1 STIMULUS GN10

Statement	Indicative Content
A	<ul style="list-style-type: none">• For both sides, co-operation was important for maintaining peace. Good relations were crucial for the West due to the precarious situation of West-Berlin, isolated within the GDR territory.• For the GDR, good relations were important in order to access supplies of hard currency, to prop up the heavily subsidised public services; the Ostmark was an artificial currency with little real worth.• The west saw the GDR as a “Billiglohnland” and was known to use cheap and even forced GDR labour to manufacture popular western brands, such as IKEA furniture and textiles sold by Neckermann and Quelle.• The East profited through relatively relaxed issuing of visitor visas and forced currency conversion of 25DM to Ostmark per person per day. There were also a number of political prisoners whose freedom was “bought” by the West for large sums of hard currency.
B	<ul style="list-style-type: none">• The threat of the Cold War becoming a physical war, which would most likely be played out on German territory, was an ever present thought for some – especially those in proximity to borders.• For others, the situation became relatively normal and the division of Germany was simply a fact of life, rather than an active part of it.• The “Postabkommen” allowed East-West letters and packets to be treated as domestic mail and so avoid unnecessary costs and administration (although the GDR did spend vast time and effort intercepting and checking correspondence from and to the West).• Western television was available in the East, international phone calls were possible and physical visits were also possible, although much easier in the direction West to East.

AL Task 1 STIMULUS GN11

Statement	Indicative Content
A	<ul style="list-style-type: none">• Agreement or disagreement may be expressed in relation to the idea of “schön” – the end of the SED-Regime was in many respects highly positive. The sudden and unexpected nature of the events, however, led to many difficulties in the reunification process.• Agreement or disagreement may be expressed in relation to the word “Irrtum”. That the wall fell on the 9th November was probably, at a basic level, an organisational mistake, but for the people who suffered at the hands of the SED Administration, it would probably not be seen as a political mistake.• The SED Leadership were under great time pressure, caused by the increasing frequency and size of the demonstrations in the GDR – this forced them to act and make policies at a speed to which they were not accustomed and so they lost control of the outcomes of their decisions e.g. Gunther Schabowski’s announcement of the new travel policy.• Chaos and confusion were also to blame – having held such a tight grip on the population for so long, communication and coordination in times of mass protest were not a well-practised skill of the SED-Leadership or the Stasi.
B	<ul style="list-style-type: none">• It could be argued, that the mass-protests caused a state of panic amongst the SED-Leadership and the rushed policies and decisions which followed led to the end of the regime, therefore preventing the protests could have extended the life of the GDR.• On the other hand, the protests were a symptom of the failure of the regime, not the cause of it, and so preventing them from happening was unlikely to have solved any of the issues faced by the SED.• The open border between Hungary and Austria meant that GDR citizens now had a relatively safe way to leave the country. Increased oppression from the SED government would likely have encouraged more people to take this option.• The repeal of the Brezhnev Doctrine by Gorbachov removed the threat of state violence against protesters to a large extent.

AL Task 1 STIMULUS GN12

Statement	Indicative Content
A	<ul style="list-style-type: none">• More recent trends of immigration and the settlement of refugees and asylum seekers in German may well have overtaken this particular issue in terms of the movement of people in Germany.• As employment figures begin to improve in the some parts of the former East Germany, for example Thüringen, Berlin and Saxony, there are signs the migration is not taking place in the opposite direction.• Bringing infrastructure such roads, rail, telephone networks up to date was an enormous challenge, which continues in some areas.• Adjusting to a new way of life, capitalism, democracy, free market economy, multiculturalism, qualifications to work, are also likely to be raised as issues faced since re-unification
B	<ul style="list-style-type: none">• The press release may be considered surprising as it contradicts the idea that unemployment in the former GDR is higher than in the old federal states.• On the other hand, it is also known that the population in the former GDR has shrunk by over 2.5 million, so it could be considered unsurprising in light of this.• One of the main reasons is the changing nature of the jobs available. According to Handelsblatt.com, the digitalisation of the workplace particularly in the motor and finance industries requires new skills, which many unemployed people do not have.• Also, the increased number of young people going to university means that manual jobs, for example in construction cannot be filled.

