



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In German (6GN01) Paper 01A
Spoken Expression and Response

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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.

General Topic Area: Youth Culture and Concerns

Stimulus Card Number	
1A	Q3 Welche Probleme kann es geben, wenn die Großeltern nicht in der Nähe wohnen?
	Children don't see them very often They cannot support the parents They cannot babysit
	Q4 Wie streng sollten Eltern sein und warum?
	Should be reasonably strict: because it helps to have rules, good for safety, homework will always get done, should not be strict, because children need to develop, make their own mistakes, need their freedom

Stimulus Card Number	
1B	Q3 Welche Probleme könnten entstehen, wenn drei Generationen in einem Haus leben?
	Too close for comfort; quarrels between parents and grandparents, never have a moment on your own, too much advice given etc.
	Q4 Ist es vorteilhaft liberale Eltern zu haben? Warum oder warum nicht?
	Yes: you can explore life, have your freedom, do what you like when you like No: maybe unsafe, need rules to progress, liberal parents are more like friends rather than parents

Stimulus Card Number	
2A	Q3 In welchem Alter sollte man das erste Handy bekommen und warum?
	Any age possible with justification: i. e. starting secondary school, for safety reason, friends have got one, don't want to be the odd one out etc
	Q4 Inwieweit ersetzt das Smartphone den Computer, Ihrer Meinung nach?
	A lot, because it's like a mini computer because you can access the internet etc Does all the functions of a computer It's mobile, you have it always with you

Stimulus Card Number	
2B	Q3 Wie können Smartphones Freundschaften beeinflussen, Ihrer Meinung nach?
	Only meet friends online, no face to face contact anymore, loneliness because may lose friends because spending too much time playing games etc
	Q4 Welche Funktionen finden Sie an Smartphones am wichtigsten und warum?
	Any with justification: music app, games, internet for research, social media etc

General Topic Area: Lifestyle: Health and Fitness

Stimulus Card Number	
1A	Q3 Wie kann man sich am besten vor zu viel Sonne schützen, Ihrer Meinung nach?
	Use sun creme, wear a hat, stay in the shade, avoid midday sun, cover up as much as possible
	Q4 Sollte man Vitamintabletten nehmen, um gesund zu bleiben, Ihrer Meinung nach?
	Yes, because it's difficult to eat 5 portions of fruit and veg per day, need to supplement daily diet; some people need them to stay healthy, good to eat vit D in winter No, healthy eating should be enough; if you eat enough fruit and veg you don't need vitamin pills

Stimulus Card Number	
1B	Q3 Ihrer Meinung nach, warum unterstützen viele Menschen ein Sonnenstudio- Verbot?
	Dangerous for the skin, can cause skin cancer, makes skin look older, bad for health
	Q4 Können Vitamintabletten Obst und Gemüse ersetzen, Ihrer Meinung nach?
	Yes, because it's difficult to eat 5 portions of fruit and veg per day, need to supplement daily diet; some people need them to stay healthy, good to eat vit D in winter No, healthy eating should be enough; if you eat enough fruit and veg you don't need vitamin pills

Stimulus Card Number	
2A	Q3 Inwiefern ist eine Steuer für Süßigkeiten die Lösung für das Problem der Fettleibigkeit?
	It's a solution: sweets will be more expensive and less people will buy them; children's pocket money won't buy them as much as before; Proceeds from tax can be used to combat obesity No solution: people will still buy sweets
	Q4 Wo sollten Kinder kochen lernen und warum?
	At home, because can learn from Mum or Gran/parents; good for family life, but bad habits could be passed down about unhealthy cooking At school because teachers will show how to cook healthy

Stimulus Card Number	
2B	Q3 Ihrer Meinung nach, was ist schlechter für die Gesundheit: Zucker oder Fett?
	Sugar: bad for teeth, causes diabetes Fat: you become fat quicker, put on weight quicker, bad for the whole body;
	Q4 Wie wichtig ist es, dass Teenager kochen lernen und warum?
	Very important because they need to cook when they go to uni/ move out/ Otherwise rely on ready meals and take aways which are rich in fat and sugar

General Topic Area: The World Around Us

Stimulus Card Number	
1A	Q3 Warum verbringen manche Leute ihren Urlaub lieber im Ausland?
	Better weather, cheaper, better activities, like to explore new cultures, practise foreign language
	Q4 Wie sieht der Tourismus der Zukunft aus, Ihrer Meinung nach?
	Environmentally friendly, more package holidays, all inclusive, faster transport etc

Stimulus Card Number	
1B	Q3 Warum verbringen manche Leute ihren Urlaub lieber im eigenen Land?
	Don't like flying, don't like foreign countries, they think it's too stressful to travel far
	Q4 Sind teure Ferien immer am besten, Ihrer Meinung nach?
	Yes: nice hotel, all mod cons, hot countries No: family time more important :at the beach(example) children are happy with bucket and spade

Stimulus Card Number	
2A	Q3 Wie könnte man Abfall vermeiden, Ihrer Meinung nach?
	Buy products with less packaging, do more recycling, use bags rather than carrier bags etc
	Q4 Inwieweit gibt es ein Problem mit Müll in Ihrer Stadt?
	People throw paper, chewing gum, cigarette ends on the floor ignoring the bins etc Or there is none, people are very good at using bins provided etc

Stimulus Card Number	
2B	Q3 Wie könnten Haushalte den Müll reduzieren, Ihrer Meinung nach?
	Buy products with less packaging, not to buy too much so less has to be thrown away, i.e. buy fruit at the green grocer rather than supermarket, because of less packaging; use left over food in cooking rather than throwing away
	Q4 Ihrer Meinung nach, wer ist verantwortlich für den Müll auf den Straßen?
	The individual because they should use bins The town because they should employ people to keep the streets clean The fast food outlets, because their packaging is often thrown away

General Topic Area: Education and Employment

Stimulus Card Number	
1A	Q3 Sollten alle Eltern arbeiten? Warum oder warum nicht?
	Yes, because they earn money and then they can afford to give their family a better life No, because they should spend more time with family
	Q4 Manche Menschen müssen nachts arbeiten. Wie finden Sie das?
	One needs policemen, doctors, nurses etc 24/7 so they have to work, not easy work, but necessary Personal opinion: may not like it etc

Stimulus Card Number	
1B	Q3 Gibt es noch traditionelle Männer- und Frauenberufe, Ihrer Meinung nach?
	Yes, building site for men; nurses mainly women, No, everybody is equal and can do any job they like
	Q4 Haben neue Technologien das Arbeitsleben verbessert?
	Yes: heavy loads get lifted by robots/machines; computers help everywhere; shopping online positive and negative; may have reduced jobs in shops but has created different jobs in warehouses etc

Stimulus Card Number	
2A	Q3 Inwieweit bietet das Abitur bessere Berufschancen, Ihrer Meinung nach?
	Having A levels shows that you are more intelligent and you get better jobs
	Q4 Was sind die Vorteile einer Lehre als Azubi, glauben Sie?
	One earns money while being trained Learns a trade/job properly Gets better job with good qualification in the job

Stimulus Card Number	
2B	Q3 Warum wollen so viele Schüler das Abitur machen Ihrer Meinung nach?
	Better job prospects with A Levels Parents push them to do it Gives them the option to go to uni
	Q4 Sollten Schüler in der Oberstufe einen Nebenjob haben? Warum oder warum nicht?
	Yes, because they need money for social life/ clothing etc; want to be more independent No, they should concentrate on their studies to get good grades

Assessment Criteria

Mark	Quality of language (Accuracy) (A03)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2-3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (A03)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2-3	Lexis restricted; operates generally in simple sentences.
4-5	Adequate range of lexis; limited range of structures.
6-7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (A01)
0	No rewardable language.
1-4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5-8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9-12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13-16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17-20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1-2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3-4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5-6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7-8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9-10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.