Mark Scheme (Results)

Summer 2017

Pearson Edexcel Level 3 Advanced Subsidiary GCE

In German (8GN0) 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

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 12 to 15 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.

You must **stop** marking at the end of the sentence once the maximum assessment time has passed, even if the recorded conversation has gone beyond the maximum time.

Task 1: (responding to written language and discussion based on the Theme *Gesellschaftliche Entwicklung in Deutschland)*

Four mark grids are applied to task 1:

☐ responding to written language in speech (AO2)
☐ knowledge and understanding of society and culture (AO4)
☐ accuracy and range of language (AO3)
☐ interaction (AO1).

Responding to written language in speech (AO2)

This grid is used to assess the student's response to the first three questions **only**, it is not applied to the discussion that follows the questions. The first three questions assess the student's ability to understand and respond in speech to written language drawn from a variety of sources and to summarise information from written sources in speech. The written sources are the two texts on the stimulus card given to students at the start of the exam.

When deciding how to reward an answer, examiners will consult both this mark grid as well as the AS speaking task 1: indicative content grid for questions 1-3. This can be found in the document Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs). There is an indicative content grid 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.

Marks	Description
0	No rewardable language.
1–3	• Limited ability to summarise; over-reliance on indiscriminate repetition of source material.
	• Limited relevant response to questions on the texts, little evidence of understanding of texts.
4–6	• Summary makes reference to some main points/ideas but relies frequently on indiscriminate repetition of source material.
	• Partially relevant responses to questions on the texts, some misunderstanding of text or texts evident.
7–9	• Mostly clear summary of text, giving a generally clear outline of main points/ideas; occasional indiscriminate repetition of source material.
	• Mostly relevant responses to questions on the texts, showing a

	generally clear understanding of the texts.
10–12	• Clear summary of text, giving a clear outline of main points/ideas; avoids indiscriminate repetition of source material. • Relevant responses to questions on the texts, showing a clear understanding of the texts.

The knowledge and understanding of society and culture (AO4)

This 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. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners will consult this mark grid as well as the **AS speaking task 1: indicative content** grid for **question 4.** This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. There is an indicative content grid associated with each question. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
0	No rewardable material.
1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references which are sometimes stereotypical; often loses focus on the cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
4–6	• Relevant, straightforward ideas supported by information/examples/references, loses focus on the cultural and social context in places, occasional irrelevance. • Viewpoints expressed with straightforward justification, occasional argument briefly developed, leading to straightforward conclusion.

7–9	• Relevant ideas predominantly focused on the cultural and social context and supported by information/examples/references.
	• Viewpoints and arguments on some aspects are developed and justified, leading to some convincing conclusions.
10–12	• Relevant ideas, some of which are perceptive, consistently focused on the cultural and social context and supported by information/examples/references.
	• Viewpoints and arguments consistently well developed and justified, leading to 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* are considered to be thoughts and opinions that give the standard, predictable response.

Accuracy and range of language (AO3)

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.

Marks	Description
0	No rewardable language.
1–3	• Occasional variation of straightforward grammatical structures and vocabulary, with some repetition of expression, communication is sometimes constrained.
	• Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed.
	• Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.

4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained.
	• Frequent sequences of accurate language, though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed.
	• Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication.
	• Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication.
	• Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication.
	• Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity.
	• Pronunciation and intonation are accurate, intelligible and authentic sounding.

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.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the

communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

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

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

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

Errors that **do not hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Interaction (AO1)

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.

Marks	Description
0	No rewardable material.
1–2	- Responds to questions and statements with inconsistent spontaneity, needs regular prompting; may rely on rehearsed language not relevant to the question; sustains some of the conversation using communication strategies if necessary but often relies on the examiner's lead. - Occasionally initiates communication by developing the conversation, often relies on the examiner's lead; may elicit points of view/check for understanding, though this may appear contrived.
3–4	- Interacts spontaneously by responding readily to most questions and statements, with occasional prompting; sustains most of the conversation using communication strategies if necessary, some hesitation. - Frequently initiates communication by developing the conversation, occasional intervention by examiner needed; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	- Interacts spontaneously by responding readily to questions and statements, able to sustain conversation, using communication strategies if necessary; minimal hesitation. - Consistently initiates communication, developing the conversation without reliance on examiner intervention; elicits points of view/checks for understanding 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 timing 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.

Kultur im deutschen Sprachraum)

Three mark grids are applied to this task:

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

Knowledge and understanding of society and culture (AO4)

This 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. Students are also assessed on their ability to respond critically to different aspects of the culture and society by presenting and justifying points of view, developing arguments and drawing conclusions based on understanding.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AS speaking task 2: indicative content** which is associated with each question, This can be found in the document *Pearson Edexcel Level 3 Advanced Subsidiary GCE in French Sample Assessment Materials (SAMs)*. Indicative content contains points that students are likely to use to construct their answer, though they may provide alternative responses that fulfil the requirements of the question.

Marks	Description
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1–3	• Occasionally relevant, straightforward ideas supported by information/examples/references that are sometimes stereotypical; often loses focus on the cultural and social context. • Viewpoints expressed with limited justification, arguments and conclusions limited and may be contradictory, response relies on general description.
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Ideas include thoughts, feelings, impressions, opinions.

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Accuracy and range of language (AO3)

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Marks	Description
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1–3	• Occasional variation of straightforward grammatical structures and vocabulary with some repetition of expression; communication is sometimes constrained. • Accurate sequences of straightforward language, less accurate when using complex language; errors occur that often hinder clarity of communication and sometimes prevent meaning being conveyed. • Pronunciation and intonation are inconsistent, leading to occasional impairment in communication.
4–6	• Some variation of grammatical structures and vocabulary, resulting in some variation of expression; mostly straightforward language with intermittent, repetitive examples of complex and idiomatic language; communication is occasionally constrained. • Frequent sequences of accurate language though errors sometimes occur that hinder clarity of communication and may occasionally prevent meaning being conveyed. • Pronunciation and intonation are intelligible, though sometimes inaccurate.
7–9	• Frequent variation of grammatical structures and vocabulary, with examples of complex structures and idiomatic language, frequent variation of expression; sequences of articulate communication. • Language is mostly accurate, resulting in mostly coherent speech; infrequent errors occur that may hinder communication. • Pronunciation and intonation are intelligible and mostly accurate.
10–12	• Consistent variation of grammatical structures and vocabulary, including complex structures and idiomatic language, expressing ideas in a variety of ways; articulate communication. • Language consistently accurate, resulting in coherent speech; any errors do not hinder clarity. • Pronunciation and intonation are accurate, intelligible and authentic- sounding.

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5–6	• Interacts spontaneously by responding readily to questions and statements able to sustain conversation, using communication strategies if necessary; minimal hesitation.
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Additional guidance

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☐ *'Ist es nicht der Fall, dass ...?'*
☐ *'Verstehen Sie, was ich meine?'*

The timing 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 opinions.

Task 1 stimulus GN1

Question	Indicative content
1	• People in Germany are thinking that an electro car is a good idea • It is expensive • It's important to know where to charge it up
2	• It is too expensive and there may not be a charging place nearby
3	Accept any plausible personal response/opinion with justification, for example: • good– the extensive network of cycle path encourages people to cycle, which is good for the environment and for health • bad – everybody should decide for themselves how they want to travel; some people just prefer to use the car and don't bother with the environment
4	Accept any plausible personal response/opinion with justification, for example: • public transport is cheap • going by train is cheap; trains are on time • children are encouraged to cycle to school • there are cycle paths everywhere • lead free petrol since the eighties

Task 1 Stimulus GN2

Question	Indicative content
1	• in every food are a lot of resources • in Germany 20 million tons of food are thrown away • supermarkets throw food away which could still be eaten
2	• farmers throw away produce because they do not look good or because they don't comply with the criteria
3	Accept any plausible personal response/opinion with justification, for example: • agree – the Germans like to buy organic products; they use cloth bags or baskets; they buy reusable bottles; no excess packaging • disagree – not everybody in Germany is environmentally friendly when shopping; they use their cars; they buy the cheapest produce
4	Accept any plausible personal response/opinion with justification, for example: • very effective, it feels like they invented it • lots of initiatives to protect the environment • no free carrier bags, fabric bags and baskets are the norm • deposit system for bottles and (Pfandflaschen) • lots of local groups who focus on local issues

Task 1 stimulus GN3

Question	Indicative content
1	- school classes in Germany are too big - pupils don't get taught properly - Germany is above the recommended average class size
2	In bigger classes there is more noise and pupils can't concentrate, the teacher has to spend the time disciplining the pupils rather than teaching them.
3	Accept any plausible personal response/opinion with justification, for example: - Yes – wearing a uniform helps discipline, because pupils will identify with their school; everybody wears the same, hence no mobbing due to clothes - No – it won't make any difference, because pupils will still be unruly
4	Accept any plausible personal response/opinion with justification, for example: - Good , because pupils of similar ability get taught together - It encourages pupils to do well - Bad, it can make pupils feel worthless because they are at the Hauptschule

Task 1 stimulus GN4

Question	Indicative content
1	- Universities offer a year abroad - Students do it because they want to learn a language - Living in a country is the best opportunity to learn a language
2	A person who is motivated, confident, brave and good at communication
3	Accept any plausible personal response/opinion with justification, for example: - agree – students shouldn't have to pay for their studies, everybody should have the support from the government when they go to uni - disagree – the government hasn't got enough money so the students need to do their bit; the study fees help to attract good teaching staff and helps with the upkeep of the buildings
4	Accept any plausible personal response/opinion with justification, for example: - it's great - it takes too long to get a degree(average age for degree is 25) - no UCAS for most subjects - most students need a job to finance their life - great for making life long friends

Task 1 stimulus GN5

Question	Indicative content
1	- having a job means more than just earning money - a job gives a person a goals and a routine - one has more social contacts outside the family when working
2	one has no money and can become depressed
3	Accept any plausible personal response/opinion with justification, for example: - agree – it is important to speak the language of the country you live in; Germany has a lot of immigrants who can't speak German; vicious circle: bad German skills at school equate to bad qualifications which equate to unemployment - disagree – there are plenty of jobs in Germany and even if you don't speak good German you can still get a job
4	Accept any plausible personal response/opinion with justification, for example: - good system of apprenticeships especially for pupils leaving the Hauptschule - extra German lessons for migrant children - good system of Berufschulen/Handelsschulen to train for vocational jobs - apprenticeships are well established and well regarded by society

Task 1 stimulus GN6

Question	
1	- Germany has a long history of car manufacturing - The car industry employs a lot of people - It created 100.000 new jobs in the last ten years
2	Jobs in engineering, at petrol stations , car dealers
3	Accept any plausible personal response/opinion with justification, for example: - agree – every seventh job in Germany is connected to the car industry; quite dangerous should there be a market crash in cars - disagree – it is good that the car industry supports so many people; there will always be cars so the jobs are safe
4	Accept any plausible personal response/opinion with justification, for example: - yes, because it is always developing, trying new things - it's a major employer - no, the VW scandal about emissions was very damaging for Germany and it's industry

Speaking task 2 – 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 opinions.

Task 2 stimulus GN7

- it's positive, because German texts are easier accessible and messages can get to people easier

- Folk music is getting more popular; it is getting all age groups involved, which is a good thing

- Especially in the summer, people like to go to open air festivals; there are some famous ones like (any example); not only popular music but also classical like The Bayreuther Festspiele

- There is something for everybody

Task 2 stimulus GN8

- Young people hear their music on their smartphone

- Older Germans prefer their HiFi

- Shows like Germany is looking for the Superstar (or any other) have universal appeal, old and young like to watch, and they like to criticise

- Germans like live TV shows, which are shown on Saturday evening from 8-10

Task 2 stimulus GN9

- Yes they do; tabloids like The Bild Zeitung are sensationalistic and they show gruesome pictures on their title page

- The news programmes are very detailed and graphic in their reporting

- German newspapers are generally delivered early in the morning and it is the norm to read the daily local paper at breakfast time.

- All the local ads are in the paper and not online

Task 2 stimulus GN10

- It is like writing a diary but online

- People like sharing what they are doing and some hope for stardom

- It makes them feel interesting

- It gives them music trends and fashion trends

- You have to have certain apps to be in/ to belong to a group

- They chat after school with their friends

- Use it to express their opinions

Task 2 stimulus GN11

- Coffee and cake is an old tradition in the German speaking countries; people meet in the afternoon to talk or discuss things; great help for communication

- Birthday parties usually happen in the afternoon with coffee and cake

- Cafes and restaurants are allowed to be open on Sundays, which is good for trade; it gives jobs to people and it encourages people to go out and be sociable

- The clothing industry also profits from traditions because it manufactures regional traditional clothes

Task 2 stimulus GN12

- Church plays a big part in everyday life: religious are being observed; shops are closed on Sundays; everybody pays a church tax according to their denomination

- Through the teaching and absorption of traditions, children get taught standards and ethics of their country. They will then hand down those to their children.