



Pearson

Mark Scheme (Pre-standardisation)

Summer 2018

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.

GCE AS Level German

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 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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 (A04)

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (A03)

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

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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	<ul style="list-style-type: none">• Germany is a leading country with regards to renewable energies• Renewable energies have lots of advantages• It's important to use renewable energy sources
2	<ul style="list-style-type: none">• They are cheaper and no follow up costs (like nuclear power)(both notions required for full answer)
3	Accept any plausible personal response/opinion with justification, for example: <ul style="list-style-type: none">• Yes – the quality of life is affected when the windmills are too close to houses• No – the windmills are doing a good job; the environment is more important than anything else etc.
4	Accept any plausible response which demonstrates appropriate K&U for example: <ul style="list-style-type: none">• How to transport and to store the radio-active waste: e.g. Gorleben• Exit from nuclear power• Fear of a Super-GAU

Task 1 Stimulus GN2

Question	Indicative content
1	<ul style="list-style-type: none">• Demand for wood is increasing and outstripping supply• There are lots of regulations in Germany about the disposal of wooden products• A large proportion is recycled to make new products
2	<ul style="list-style-type: none">• The wood has to be recycled
3	Accept any plausible personal response/opinion with justification, for example: <ul style="list-style-type: none">• Agree – there is no harm in burning wood in the garden• Disagree – causes air pollution, can kill wildlife; it's better to recycle wood
4	Accept any plausible response with justification which demonstrates appropriate K&U for example: <ul style="list-style-type: none">• Very effective, it feels as if they invented it• Various bins• No free carrier bags, fabric bags and baskets are the norm• Deposit system for bottles (Pfandflaschen)

Task 1 stimulus GN3

Question	Indicative content
1	<ul style="list-style-type: none">• Pupils feel under pressure to succeed at school• Parents help their children with school work which results in arguments• Parents are demanding the return of the old system
2	<ul style="list-style-type: none">• More time for learning
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none">• Yes – a tutor will know what and how to teach It leaves the parent free to look after the well-being of the child• No – not everybody can afford a private tutor Pupils shouldn't need a private tutor, they should pay attention in class
4	<p>Accept any plausible response with justification which demonstrates appropriate K&U for example:</p> <ul style="list-style-type: none">• Starts at age 6 and only four years until selection for secondary school• Schultüte• Short school days• Focus on reading, writing, and sums in the first year

Task 1 stimulus GN4

Question	Indicative content
1	<ul style="list-style-type: none">• Special two part Apprenticeship scheme (duale Ausbildung)• It's very popular• It lasts two to three years
2	<ul style="list-style-type: none">• Workers have specialist knowledge and practical experience
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none">• Agree – A level students who do not want to go to uni are taking away the apprenticeship places designed for lower educated students which is not fair• Disagree – it's a free market why shouldn't the students opt for an apprenticeship. Not everybody who does A Levels wants or should go to uni
4	<p>Accept any plausible response which demonstrates appropriate K&U for example:</p> <ul style="list-style-type: none">• The choice of secondary school is made early (10 years old)• Content of lessons depends on the school type (Realschule: can't do Latin)• May get stuck in one school type and can't do Abitur• The choice of secondary school depends on how a child performs at primary level

Task 1 stimulus GN5

Question	Indicative content
1	<ul style="list-style-type: none">• Technology is everywhere• Technology helps with work / economy• People are worried that they will lose their jobs due to technology
2	<ul style="list-style-type: none">• Technology makes the work easier and also creates jobs for people who develop, produce and maintain it
3	Accept any plausible personal response, for example: <ul style="list-style-type: none">• When it comes to craftsmanship, technology cannot be a substitute for people• Robots can replace some skills, e.g. car production line
4	Accept any plausible response which demonstrates appropriate K&U, for example: <ul style="list-style-type: none">• Office work starts early, e.g. 7.30• Shops are closed on Sundays• Influence of unions, workers are well protected, e.g. IG Metall• Bonus payments are common: e.g. 13. Monatsgehalt/Weihnachtsgeld / Urlaubsgeld

Task 1 stimulus GN6

Question	Indicative content
1	<ul style="list-style-type: none">• People don't earn enough, because they are only guaranteed minimum hours• This kind of contract is very profitable for the companies• They can't get a second job to increase their earnings
2	<ul style="list-style-type: none">• Employees have more hours and earn more money/ employers needs to pay more
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none">• Agree – experience is important/ good to have a routine etc.• Disagree – some jobs are too poorly paid/poorly skilled and are not worth doing
4	<p>Accept any plausible response which demonstrates appropriate K&U, for example:</p> <ul style="list-style-type: none">• Some apprenticeship schemes target low achievers from Hauptschulen• Training schemes for unemployed people• Low benefits for long term unemployed: e.g. Hartz IV

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

- Some Rap songs have a loaded message, often very explicit. There have been very public cases in Germany where people have committed crimes, often hate crimes, because of the lyrics of the songs, e.g. Haftbefehl song incited incident in Offenbach.
- Well-known Rappers such as Blokkmonsta and Bushido provide role models.
- There is a lot of exposure via YouTube: e.g. ApeCrime.
- They could talk about the pros and cons of self-publishing, e.g. no money.

Task 2 stimulus GN8

- Singing with other people, e.g. in a choir conveys a sense of community. Everyone is important, has a sense of belonging to it and becomes part of something special. In the big cities so-called pub choirs are in. Sing-along projects such as "Hamburg singt" attract amateur singers to rehearsals each week .
- Through the love of singing old and young people get together. E.g.: On Valentine's Day a video of the men's choir "Die Hamburger Goldkehlchen" went viral. 70 men between the ages of 20 and 40 sang the Barry Manilow classic "Mandy".
- Singing at events like music festivals or as part of a concert crowd gives people a sense of belonging to a group of like-minded people.
- Music is often part of family life in German speaking countries, e.g. parents or grandparents singing nursery rhymes or children's songs with their children/ grandchildren. There are well known music groups like the Von Trapp Familie, or there are activities offered like in Austria such as a "Familien-Sing-Wanderung " in Vienna.

Task 2 stimulus GN9

- Technology in the classroom helps with learning, e.g. "logo Nachrichten" für Kinder.
- Traditional teaching methods which do not rely on digital media are still used in German classrooms, e.g. own experience gained from visits abroad.
- Local morning newspapers and other newspapers are still popular with the older generation, e.g. die Bildzeitung, Frankfurter Allgemeine etc..
- Public libraries are still popular and well supported in the German speaking areas.

Task 2 stimulus GN10

- It is a fast and cheap way to contact everybody in the group and to spread information about your cause to ask for support.
- According to a recent survey, 71 percent of Germans rate social media as "less credible".
- 82% of German citizens do not regularly use social media as a source of news.

Task 2 stimulus GN11

- Traditions around church festivals require hand crafted products which are popular, and people are prepared to pay a good price for well crafted items.
- This is very popular, especially in Southern Germany, Austria and Switzerland, e.g. Isabella Mayr from Bobingen in Augsburg (Bavaria) has again produced this year's Easter candle for the private chapel of the Pope - a sample of the craftsmanship and tradition of candle making.
- Some crafts, such as candle making, are carried on down through the family line, but such jobs, which require traditional manual skills, are becoming less popular.
- For example, candlemakers are trained only in Germany - the apprentices come from Austria and Switzerland.

Task 2 Stimulus GN12

- Family celebrations like birthdays bring the whole family together often without invitation for coffee and cakes on the special day
- Each family has their own way to celebrate Christmas or Easter. Those traditions are kept alive within the family.
- It is popular among young people in Southern Germany and Austria to wear traditional clothes like Dirndl or Lederhosen, because it has been made more popular through TV and music groups
- A lot of traditions like Karneval are so old and from an early age people learn about it and keep the tradition.