



Pearson
Edexcel

Indicative Content

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE AS Level

In German (8GN0) Paper 3

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 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	<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 (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	<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 (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	<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.

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • 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.
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.

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	<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

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Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
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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).

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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.

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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.
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Additional guidance

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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.

Question	GN1
1	<ul style="list-style-type: none"> • Young people in Germany have a good understanding about the environment. • Their awareness shows especially in food shopping. • Young people are also environmentally friendly when travelling.
2	<ul style="list-style-type: none"> • Travelling by car is important for them.
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Not surprised, because it's important for the image to have good clothes and modern technology. • Good/branded clothes and modern technology are not directly linked with environmental issues, don't see the connection.
4	<p>Accept any plausible personal response/opinion, for example:</p> <ul style="list-style-type: none"> • Recycling at home. • No noise pollution(no lawn mowing after 6pm and at lunchtime (1-3)). • Often solar powered houses. • Electric cars more common than in England.

Question	GN2
1	<ul style="list-style-type: none"> • Hydroelectricity has long been an energy source. • 80% of the electricity from water in Germany is produced in the south. • The capacity for production of energy through water is nearly exhausted.
2	<ul style="list-style-type: none"> • By modernisation of existing plants.
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Yes - if used properly nuclear power is efficient and environmentally friendly. • No - there is too much opposition to nuclear power in Germany, and Germany is dependent on other countries for uranium.
4	<p>Accept any plausible personal response/opinion, for example:</p> <ul style="list-style-type: none"> • There are plenty of windfarms in the North Sea. • 73% of the produced electricity for home use is generated by wind power, solar energy or water energy. • The use of biomass has increased. • People are encouraged to use alternative energies for their mode of transport.

Question	GN3
1	<ul style="list-style-type: none"> • private schools are increasingly popular at the moment • there are lots of prejudices about private schools • parents think it's a thoughtful alternative to the state school
2	<ul style="list-style-type: none"> • because they treat their pupils as individuals
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Yes – a well motivated pupil will concentrate on studies no matter what the disruption is • No – when there is too much disruption in the classroom the teacher cannot teach effectively and the learning will be compromised
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Good: gives a breadth of knowledge in a variety of subjects; the differentiation in school types helps everybody to achieve at their own level • Bad: differentiation is happening too early at 10 years old; sitzenbleiben is horrid etc.

Question	GN4
1	<ul style="list-style-type: none"> • A lot of pupils with A levels want to go to university. • Entry requirements change every year. • In order to study their dream subject they are advised to do a waiting term to secure their place.
2	<ul style="list-style-type: none"> • By studying something else whilst waiting
3	<p>Compares the two texts:</p> <ul style="list-style-type: none"> • The first text values university education, whereas the second one is a realistic statement
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • courses are long (e.g. minimum 8 semesters) • no fixed end date to a degree course • seminars and lectures can be quite full • no study fees

Question	GN5
1	<ul style="list-style-type: none"> • being a nurse is one of the most popular professions in Germany • it is not an easy job • the unemployment rate is very low
2	<ul style="list-style-type: none"> • one needs to be reliable, responsible and caring
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • agree – when working shifts having a proper family life can be difficult, because one doesn't see them a lot • disagree – one can get help with child care etc
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • most office work starts earlier (7.30-16.00) • shops are closed on Sundays (good for retail workers) • influence of unions • workers are well protected

Question	GN6
1	<ul style="list-style-type: none"> • the textile industry is one of the most important ones in Germany • more than 50% of the manufactured goods are technical textiles • globalisation has a big impact on the German textiles market
2	<ul style="list-style-type: none"> • textiles for the home and clothes, as well as for use in various industries
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • agree – imported clothing is usually cheaper and therefore bought more, therefore threat of people losing jobs. • disagree – there is still a market for high quality and specialist textiles/garments/materials .
4	<p>Accept any plausible personal response/opinion, for example:</p> <ul style="list-style-type: none"> • Germans work 37 hours a week on average yet productivity is high. • Employees are well looked after (e.g. healthcare is commonly provided by employers, covers whole family) • The German manufacturing industry is buoyant • German goods / brands like Bosch etc have a good reputation

GN7	Indicative Content
	<ul style="list-style-type: none"> • Learning traditional instruments helps to preserve national traditions, e.g. local bands performing at village festivities. • In Switzerland/Germany/Austria children are encouraged to learn an instrument, because it's considered beneficial for their overall development. • It is considered to be old fashioned and it is dropped as soon as they develop other musical interests. • Young people do not identify with traditional music and the values it represents, because there are no role models.

GN8	Indicative Content
	<ul style="list-style-type: none"> • The waltz will always be popular because it is traditional and many teenagers still attend dance classes to learn the waltz. • It attracts tourists, i.e many follow the New Year Concert. • Example: Conchita Wurst won the Eurovision Song Contest and opened the door for a more diverse music field. • The message in some modern music is influencing attitudes. E.g. Bausa.

GN9	Indicative Content
	<ul style="list-style-type: none"> • Young people read a good deal, but now they read magazines like Bravo online. • Lack of parental control over content of reading material online as shown in study by divsi.de. • 15% of Austrian households are not connected to the internet according to Statistik Austria (2016). • One can always read them and is not dependent on internet access, for example in the mountainous regions.

GN10	Indicative Content
	<ul style="list-style-type: none"> • Agree: there are many such as ‚Deutschland sucht den Superstar‘, ‚Bares für Rares‘, ‚Ich bin ein Star, holt mich hier raus‘. • Disagree: there are many interesting documentaries and TV series such as ‚Tatort‘, ‚der Bergdoktor‘ or ‚Galileo‘. • Many young people think that shows like ‚Deutschland sucht den Superstar‘ are a quick and easy way to stardom, no matter how talented they are. • Scripted reality shows can give the wrong impression like in the programme ‚Die Schulumittler‘, where people in the German-speaking world got the impression that all schools are dangerous places.

GN11	Indicative Content
	<ul style="list-style-type: none"> • At Karneval people take those days as an invitation to get drunk and do silly things. • At Christmas many people go to church, who would not go on other days. This allows the parent to decorate the tree and lay out the presents ready for the ‚Bescherung‘. • Many traditions have religious roots, which have long since been left behind, e.g. Karneval. • Churches advertise and hold traditional events such as Martinszug, nativity plays, Easter bonfires etc..

GN12	Indicative Content
	<ul style="list-style-type: none"> • The first day at school is celebrated with a cone full of sweets and a special meal. • Confirmation/ First Communion are celebrated with a special meal with the extended family, the children get many presents and a day off school. • Families feel they are expected to spend a lot of money for events, e.g. communion dress, presents etc.. • Commercial interests are taking over and the reason for celebrating becomes secondary, e.g. Christmas, Easter.