



AS German

Sample Assessment Materials

Pearson Edexcel Level 3 Advanced Subsidiary GCE in German (8GN0)

First teaching from September 2016

First certification from 2017

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of AS German SAMs Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Guidance regarding the end of the speaking assessment has been updated	97
Guidance on timing of the speaking assessment has been updated	147

This document is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Introduction	1
General marking guidance	3
Paper 1 – Transcript	5
Paper 1 – Question paper	9
Paper 1 – Mark scheme	27
Paper 2 – Question paper	37
Paper 2 – Mark scheme	59
Paper 3 – General instructions to the teacher plus speaking instructions to the candidate and the teacher - examiner	95
Paper 3 – Mark scheme	147

Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in German is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

**Paper 1: Listening, Reading and Translation
Transcript**

Sample assessment material for first teaching
September 2016

Paper Reference

8GN0/01

Do not return the transcript with the question paper.

Turn over ►

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PEARSON

Hörtext 1

Silbermond

M1 Wie war es, nach einem Jahr endlich wieder auf der Bühne zu stehen?

F1 Nach der langen Studiozeit wollten wir live spielen. Wenn wir unterwegs sind, schreiben wir oft unsere besten Songs. Unsere Fans mögen unsere neuen und alten Songs und natürlich spielen wir, was sie hören wollen. Einmal im Jahr spielen wir in Deutschland ein Konzert im Freien. Es ist immer ausverkauft trotz des deutschen Wetters.

M1 Wie war es als deutschsprachige Band in England?

F1 Toll. Wir bekommen seit Jahren Mails von Fans, die im Ausland leben und die unsere Musik mögen. Deswegen haben wir in London gespielt.

Hörtext 2

Lehrlinge

M1 Peter und Frank aus Sachsen haben etwas geschafft, von dem viele arbeitslose Jugendliche nur träumen können. Nachdem die unbegleiteten Jugendlichen in München angekommen sind, hat der Baumeister Peter Linke gesehen, dass sie sehr tüchtige und fleißige Burschen waren und nach einer Probearbeit hat er ihnen eine Lehrstelle angeboten. Diese Entscheidung hat er bis heute gar nicht bereut. Die beiden besuchen die Berufsschule und leben ohne jegliche finanzielle Hilfe vom Staat. Jeden Tag gibt es telefonischen Kontakt mit der Familie in Sachsen. Beste Aussichten also für Peter und Frank, wenn sie nur ihr Heimweh überwinden können.

Hörtext 3

Abitur in acht Jahren

F1 Mehr als 70.000 Unterschriften, damit wir alle wie früher ein Jahr länger zur Schule gehen. So was fordert eine Elterninitiative, die heute gegen das Abitur in acht Jahren protestiert hat, das sogenannte G8. Wir haben mit Herrn Lampe, dem Vertreter der Initiative, ein paar Wörter wechseln können. Er ist selber Lehrer und hat einen Sohn in der dritten Klasse, dem er natürlich diesen Abi-Stress ersparen möchte.

M1 2005 wurde hier in Nordrhein-Westfalen die Schulzeit auf Gymnasien von neun Jahren auf 8 runtergekürzt. Für uns ist G8 eine Maßnahme, die dazu führt, dass die Kinder wenig Zeit außerhalb des Klassenraums haben. Sie sitzen neun Stunden mit der gleichen Gruppe im Klassenzimmer.

F1 Das muss eine gute Vorbereitung für das Berufsleben sein, oder sehe ich das falsch?

M1 Neun Stunden effektiv zu arbeiten – das schaffen nur wenige Erwachsene am Arbeitsplatz.

F1 Wie geht es jetzt weiter?

M1 Unsere Initiative fordert den Schritt zurück zum Abitur in neun Jahren. Ein paar Bundesländer haben diese Rückkehr schon geschafft und Rheinland-Pfalz hat G8 nie eingeführt. Eine Reform in Nordrhein-Westfalen halten wir für nötig, weil sich die Zahl der Kinder hierzulande, die an psychologischen Krankheiten leiden, innerhalb der G8-Zeit verzehnfacht hat.

Hörtext 4(a)

Südtirol

F1 Unsere Heimat Südtirol in Italien gehörte zu Österreich bis Ende des ersten Weltkriegs. Bis heute behält unsere Region viele Bräuche, die den österreichischen fast identisch sind. Seit der Entstehung der EU und der Einführung des Euro wird enger mit Österreich zusammengearbeitet, auf politischer und kultureller Ebene. Hier in unserem Dorf Kastelruth bieten wir beim Weihnachtsmarkt traditionelle handgemachte Geschenke wie zum Beispiel Gebäck und unsere Spezialität – kleine Figuren aus Holz geschnitzt. Ganzjährig finden Schnitzkurse für alle vom Anfänger bis zum Fortgeschrittenen statt. Unsere Volksmusikgruppe Die Kastelruther Spatzen hilft, die alten Traditionen aufrechtzuerhalten. Die Gruppe ist in der deutschsprachigen Welt überall bekannt.

Hörtext 4(b)

Südtirol

M1 In der Provinz Südtirol gilt Klettern als traditionelle Tätigkeit. Für Fels- und Gletschertouren ist das Angebot unbegrenzt. Für alle Touren empfiehlt sich die komplette Kletterausrüstung. Man fragt mich dauernd, wie fit man sein muss, um in den Südtiroler Bergen zu klettern. Meine Antwort: Man muss sich nur im Voraus daran gewöhnen, einige Stunden körperlich aktiv zu sein. Klettern hierzulande ist zweifellos ein eindrucksvolles Erlebnis.

F1 In Bozen findet Mitte Juni bis Ende September eine Ausstellung moderner Kunst aus Südtirol statt, mit der Beteiligung von 33 in Südtirol lebenden Künstlern. Wir wollen zeigen, was für junge Kunst das Land zu bieten hat. Die Galerie beherbergt auch eine Werkstatt, die allen Künstlern der Region zur Verfügung steht. Für die Einheimischen bedeutet das, dass es immer etwas Neues zu sehen gibt.

Write your name here

Surname	Other names
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**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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German

Advanced Subsidiary

Paper 1: Listening, Reading and Translation

Sample assessment material for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

8GN0/01

You must have:

Listening equipment
CD/MP3

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Candidates are recommended to start with Section A: Listening and work through each Section as presented in the answer booklet.
- We recommend you spend 45 minutes on Section A: Listening, 45 minutes on Section B: Reading and 15 minutes on Section C: Translation into English.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A: LISTENING

We recommend you spend no more than 45 minutes on this section.

Questions 2, 3 and 4(a) do not require full sentences and you may respond using single words or short phrases.

Question 4(b) does not require full sentences and you may respond using short phrases.

You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to 5 passages. The duration of each passage is approximately:

Passage 1 = 1 minute 1 second

Passage 2 = 0 minutes 58 seconds

Passage 3 = 2 minutes 4 seconds

Passage 4(a) = 1 minute 13 seconds

Passage 4(b) = 1 minute 20 seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and you may take notes and write your answers whenever you wish to do so.

DO NOT WRITE IN THIS AREA

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Hörtext 1 – Silbermond

1 Sie hören dieses Interview mit der deutschen Rockband Silbermond. Kreuzen Sie ☒ das jeweils richtige Satzende an.

(i) Im letzten Jahr hat Silbermond...

<input type="checkbox"/>	A bei Fernsehsendungen mitgemacht.
<input type="checkbox"/>	B Lieder geschrieben.
<input type="checkbox"/>	C Interviews gegeben.
<input type="checkbox"/>	D im Studio gearbeitet.

(ii) Im Konzert spielt die Band...

<input type="checkbox"/>	A ihr erstes Album.
<input type="checkbox"/>	B nur neue Lieder.
<input type="checkbox"/>	C alte und neue Lieder.
<input type="checkbox"/>	D zum ersten Mal live.

(iii) Open-Air-Konzerte...

<input type="checkbox"/>	A sind bei den Fans sehr beliebt.
<input type="checkbox"/>	B spielt die Band häufig.
<input type="checkbox"/>	C spielt die Band nur in England.
<input type="checkbox"/>	D sind unmöglich in Deutschland.

(iv) Die Band spielt in London...

<input type="checkbox"/>	A weil die Sängerin englische Texte schreibt.
<input type="checkbox"/>	B weil die Band dort viele Fans hat.
<input type="checkbox"/>	C um dort bekannt zu werden.
<input type="checkbox"/>	D weil die Mitglieder im Ausland wohnen.

(Total for Question 1 = 4 marks)

Hörtext 2 – Lehrlinge

2 Hören Sie diesen Fernsehbericht über Lehrlinge. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Mit wem sind die Jungen nach Bayern gekommen? (1)

(b) Wie findet Herr Linke die Einstellung der Jungs? (1)

(c) Was machen die Jungs jetzt in Bayern? (1)

(d) Warum ist die Zukunft der Jungs unsicher? (1)

(Total for Question 2 = 4 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Hörtext 3 – Abitur in acht Jahren

3 Hören Sie ein Interview mit Herrn Lampe. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wie haben die Eltern gegen G8 (das Abitur in acht Jahren) protestiert? (1)

(b) Was macht Herr Lampe beruflich? (1)

(c) Welche Folgen hat G8 für den Alltag der Kinder? (1)

(d) Wann wurde G8 in Nordrhein-Westfalen eingeführt? (1)

(e) Wie werden Schüler mit Erwachsenen verglichen? (1)

(f) Warum glauben die Eltern, dass die Initiative erfolgreich sein könnte? (1)

(g) Inwiefern ist Rheinland-Pfalz eine Ausnahme? (1)

(h) Wie kann man die negative Wirkung des G8 auf Schüler beweisen? (1)

(Total for Question 3 = 8 marks)

Hörtext 4(a) – Südtirol

4 (a) Hören Sie diese Radiosendung. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(i) Bis wann war Südtirol eine österreichische Provinz? (1)

(ii) Auf welche Weise sind Südtirol und Österreich ähnlich? (1)

(iii) Wo kann man im Dorf Kastelruth Holzfiguren kaufen? (1)

(iv) Warum sind Die Kastelruther Spatzen wichtig? (1)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Summarise the second part of the radio programme. You are not required to write in full sentences and you may respond using short phrases. You must give two details for Question 4(b)(i) and two details for Question 4(b)(ii).

Text 4(b) – Südtirol

(b) Listen to the second part of the radio programme about South Tyrol and respond **in English**.

(i) Summarise the advice for climbers in South Tyrol about:

- equipment (1)

- fitness (1)

(ii) Summarise what is said about:

- the exhibition in Bozen (1)

- the workshop (1)

(Total for Question 4 = 8 marks)

TOTAL FOR SECTION A = 24 MARKS

SECTION B: READING

We recommend you spend around 45 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or short phrases.

You may use words from the texts but you must not copy whole sections.

5 Lesen Sie den Artikel einer Webseite über deutsche Popmusik.

Pop auf Deutsch

Lange haben deutsche Musiker auf Englisch gesungen. In den letzten Jahren jedoch kehrte Deutsch zurück in die Welt des Pop. Bands, die auf Deutsch singen, werden international bekannt.

Deutsch: Sprache der Dichter und Denker, der Wissenschaft – und jetzt auch der Popmusik? Deutsch hat jedoch viele Konsonanten, und Sprachen mit vielen Vokalen lassen sich leichter singen. Dem Texter stehen etwa 500.000 Wörter zur Verfügung, während Französisch beispielsweise 300.000 bietet. Trotzdem ist ein Viertel der Popmusik in den Charts jetzt deutschsprachig.

Heute gibt es Deutsch in Genres, die früher in anderen Sprachen gesungen wurden. Roger Cicero swingt, Annett Louisan singt Chansons. Xavier Naidoo füllt Fußballstadien in Israel. Ein Deutscher mit deutscher Musik im Heiligen Land: Das war vor Kurzem noch unmöglich.

Wählen Sie das richtige Satzende. Kreuzen Sie die jeweils richtige Antwort an.

(i) Heutzutage singen mehr deutsche Bands...

<input checked="" type="checkbox"/>	A nur noch auf Englisch.
<input checked="" type="checkbox"/>	B nur im Ausland.
<input checked="" type="checkbox"/>	C auf Deutsch.
<input checked="" type="checkbox"/>	D ausschließlich Popsongs.

(ii) Die deutsche Sprache verbindet man traditionell mit...

<input type="checkbox"/>	A Bands.
<input type="checkbox"/>	B Poeten.
<input type="checkbox"/>	C Finanzen.
<input type="checkbox"/>	D Popmusik.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iii) Singen auf Deutsch ist...

<input type="checkbox"/>	A leicht.
<input type="checkbox"/>	B unkompliziert.
<input type="checkbox"/>	C schwierig.
<input type="checkbox"/>	D unbeliebt.

(iv) Auf Deutsch singen Künstler jetzt...

<input type="checkbox"/>	A ganz diverse Songs.
<input type="checkbox"/>	B allein religiöse Lieder.
<input type="checkbox"/>	C nur noch Popsongs.
<input type="checkbox"/>	D lieber Fußball-Hymnen.

(Total for Question 5 = 4 marks)

6 Lesen Sie den Artikel einer Webseite über ein Fest in Deutschland.

Karneval

Warum nicht einmal Karneval, eine uralte Tradition aus vorchristlicher Zeit, in Deutschland feiern? Sie hängt mit den Geistern der Nacht zusammen, die in Masken personifiziert werden. Mit dem Ende des Winters werden diese Geister vertrieben, das symbolisiert den Sieg des Frühlings. Historisch gingen dann die Wintervorräte zu Ende und man musste die Vorräte strecken, um bis zur ersten Ernte des Frühlings auszukommen.

Manche zelebrieren Karneval leidenschaftlich – andere würden sich lieber zu Hause verstecken, bis es wieder vorbei ist. Man schätzt, dass die Zuschauerzahlen bei Karnevalsumzügen dieses Jahr etwas gestiegen sind.

In Mainz setzte sich der sieben Kilometer lange Umzug in Bewegung. Am Rand riefen Tausende „Helau“, fingen Bonbons und feierten trotz kühler Temperaturen fröhlich die sogenannte fünfte Jahreszeit.

Vielleicht auch Sie nächstes Jahr!

Welche Sätze sind richtig? Kreuzen Sie die **vier** richtigen Sätze an.

A Karneval stammt aus der christlichen Religion.	<input checked="" type="checkbox"/>
B Beim Karneval wird der Anfang des Frühlings gefeiert.	<input checked="" type="checkbox"/>
C Zu dieser Jahreszeit hatte man früher wenig zu essen.	<input checked="" type="checkbox"/>
D Die Meinungen über den Karneval sind geteilt.	<input checked="" type="checkbox"/>
E Karneval ist bei allen beliebt.	<input checked="" type="checkbox"/>
F Karneval wird meistens zu Hause gefeiert.	<input checked="" type="checkbox"/>
G Das Wetter war nicht besonders freundlich.	<input checked="" type="checkbox"/>
H Karneval gibt es fünfmal im Jahr.	<input checked="" type="checkbox"/>
I Die Zuschauer sind wegen des Wetters weggeblieben.	<input checked="" type="checkbox"/>

(Total for Question 6 = 4 marks)

- 7 Lesen Sie den Zeitungsartikel über Schulprobleme. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Sitzengeblieben

Annika, 14, erzählt von ihrer Erfahrung mit dem Sitzenbleiben:

Im letzten Zeugnis bekam ich leider eine Fünf in drei Fächern, und konnte also nicht in die neunte Klasse aufsteigen, denn ich hatte das Klassenziel nicht erreicht. Meine Eltern haben es unterschiedlich aufgenommen. Ich hatte mehr Angst, was mein Vater sagen würde und habe gedacht, dass er vielleicht böse sein wird. So war es dann auch, aber meine Mutter blieb ruhig, sie sagte: „Da kann man nichts machen.“

Obwohl ich meine alten Mitschüler zu Beginn des neuen Schuljahres vermisst habe, merke ich inzwischen, dass es auch Vorteile hat, dass ich die Jahrgangsstufe acht wiederhole.

Einige Leute in meiner jetzigen Klasse haben mich gleich am ersten Tag angesprochen und gefragt, ob wir in der Pause zusammen auf den Schulhof gehen sollen. Da fühlte ich mich gleich als ein Mitglied in ihrer Gemeinschaft. Dazu kommt die Freundlichkeit der neuen Lehrer, und jetzt verstehe ich im Unterricht viel mehr. So ist die Schule dieses Jahr viel angenehmer für mich.

- (a) Warum genau hatte Annika das Klassenziel nicht erreicht? (1)

- (b) Inwiefern hatte Annikas Vater negativ reagiert? (1)

- (c) Welche Rolle spielten die neuen Mitschüler? (1)

- (d) Warum hat Annika jetzt wohl bessere Noten? (1)

(Total for Question 7 = 4 marks)

- 8 Lesen Sie den Artikel einer Webseite über Umweltschutz. Beantworten Sie die folgenden Fragen **auf Deutsch**.

EU sagt Plastiktüten den Kampf an

Momentan werden zu viele Plastiktüten verwendet. Die EU beabsichtigt aber Regelungen zur Einschränkung der Anzahl dieser Plastiktüten: Vertreter des Europaparlaments und der EU-Regierungen einigten sich neulich in Brüssel auf einen Gesetzentwurf.

Demnach soll jeder Europäer ab 2019 durchschnittlich nur noch 90 umweltschädliche Beutel jährlich verbrauchen. Bis 2025 soll der Verbrauch pro Kopf auf 40 sinken. Im Moment verbraucht jeder Bürger in Deutschland im Schnitt 71 Einwegtüten im Jahr, EU-weit sind es 198 Stück.

Viele Plastiktüten werden nicht wiederverwertet, und weil generell kaum ein Beutel korrekt entsorgt wird, leidet die Umwelt massiv. Über Flüsse gelangen diese Tüten ins Meer, wo sie die Tiere, die dort leben, bedrohen. Zehntausende Meerestiere sterben, weil sie die im Wasser schwimmenden Plastikteilchen fressen. Über Fische gelangen diese schädlichen Teilchen in die menschliche Nahrungskette.

Wie soll die Zahl jetzt reduziert werden? Man fordert eine allgemeine Bezahlpflicht – dass also auch Kaufhäuser, Schuh – und Bekleidungsäden Plastiktüten nicht mehr kostenlos abgeben dürfen. Daten zu Abfällen an deutschen Ostseestränden deuteten darauf hin, dass man die kostenlosen Tüten häufiger wegschmeißt als die kostenpflichtigen Tüten. Aber eigentlich dürfen die einzelnen EU-Staaten selbst entscheiden, ob sie Steuern auf die Tüten erheben oder bestimmte Verbotsregelungen einführen.

Der Naturschutzbund Deutschland begrüßt die EU-Pläne. Vor allem leichte Tüten sieht Umwelt-Experte Benjamin Bongardt kritisch, weil sie als Einwegtüten gedacht seien und daher eine besonders schlechte Ökobilanz hätten. Dass die EU-Kommission nicht gleich ein Verbot vorschlägt, hält er für sinnvoll, weil man eine solche Initiative unter allen EU-Staaten nicht durchsetzen könnte. Herr Bongardt schlägt vor, dass konkrete Ziele wie beim Treibhausgasausstoß gesetzt werden und zum Beispiel bis 2020 jeder EU-Bürger nur noch 40 Plastiktüten im Jahr verbrauchen darf.

(a) Warum versuchen die EU-Regierungen, ein neues Gesetz einzuführen? (1)

(b) In welcher Hinsicht benehmen sich Deutsche umweltfreundlicher als andere EU-Bewohner? (1)

(c) Was sind die Konsequenzen für uns, wenn Kunststoffmüll ins Meer gelangt? (1)

(d) Welche Maßnahmen könnte man einführen, um das Ziel des Gesetzes zu erreichen? Geben Sie **zwei** Beispiele. (2)

(e) Welche Tüten haben die schlimmste Wirkung auf die Umwelt? (1)

(f) Wie findet Benjamin Bongardt die neuen Pläne? (1)

(g) Welches Ziel für EU-Länder wird von Herrn Bongardt vorgeschlagen? (1)

(Total for Question 8 = 8 marks)

- 9 Lesen Sie den Text von *Es wird etwas geschehen* von Heinrich Böll. Beantworten Sie die Fragen **auf Deutsch**.

Es wird etwas geschehen

Wieder einmal auf einem solchen Tiefpunkt angekommen, vertraute ich mich der Arbeitsvermittlung an und wurde mit sieben anderen Leidensgenossen in Wunsiedels Fabrik geschickt, wo wir einer Eignungsprüfung unterzogen werden sollten.

Schon der Anblick der Fabrik machte mich misstrauisch: Die Fabrik war ganz aus Glasziegeln gebaut. Noch misstrauischer wurde ich, als uns in der hellen, fröhlich ausgemalten Kantine gleich ein Frühstück serviert wurde: Hübsche Kellnerinnen brachten uns Eier, Kaffee und Toast; Goldfische drückten ihre Gesichter gegen die Wände hellgrüner Aquarien. Die Kellnerinnen waren so fröhlich, dass sie vor Fröhlichkeit fast zu platzen schienen.

So wurde ich als erster in den Prüfungsraum geführt, wo auf reizenden Tischen die Fragebogen bereitlagen.

Erste Frage: Halten Sie es für richtig, dass der Mensch nur zwei Arme, zwei Beine, Augen und Ohren hat?

Hier schrieb ich ohne Zögern hin: „Selbst vier Arme, Beine, Augen und Ohren würden meinem Tatendrang nicht genügen. Die Anatomie des Menschen ist kümmerlich.“

Zweite Frage: Wieviele Telefone können Sie gleichzeitig bedienen?

Auch hier war die Antwort so leicht. „Wenn es nur sieben Telefone sind, werde ich ungeduldig, erst bei neun fühle ich mich vollkommen ausgelastet.“

Dritte Frage: Was machen Sie nach Feierabend?

Meine Antwort: „Ich kenne das Wort Feierabend nicht mehr – an meinem fünfzehnten Geburtstag strich ich es aus meinem Vokabular.“

Ich bekam die Stelle. Tatsächlich fühlte ich mich sogar mit den neun Telefonen nicht ganz ausgelastet.

Interessant waren die Mittagspausen in der Kantine. Es wimmelte in Wunsiedels Fabrik von Leuten, die verrückt darauf waren, ihren Lebenslauf zu erzählen, wie eben handlungsstarke Persönlichkeiten es gern tun. Ihr Lebenslauf ist ihnen wichtiger als ihr Leben.

Wunsiedels Stellvertreter war ein Mann mit Namen Broscheck, der seinerseits einen gewissen Ruhm erworben hatte, weil er als Student sieben Kinder und eine gelähmte Frau durch Nacharbeit ernährt hatte; zugleich hat er vier Handelsvertretungen erfolgreich ausgeübt.

(a) Wie fühlte sich der Autor, bevor er in der Fabrik ankam? (1)

(b) Was war seine Einstellung, nachdem er in der Fabrik angekommen war? (1)

(c) Wie war die ganze Atmosphäre, als er zum Interview kam? (1)

(d) Was wollte er mit seinen Antworten zeigen? (1)

(e) Welche Frage hätte er ehrlicher beantworten können? (1)

(f) Außer essen, was machten seine Kollegen sehr gern während der Mittagspause? (1)

(g) Warum sind Broschecks Leistungen als Student bemerkenswert? Geben Sie **zwei** Details. (2)

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 28 MARKS

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(Total for Question 10 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS

TOTAL FOR PAPER = 64 MARKS

Source information**Silbermond:**

© www.rocktalent.de accessed via www.youtube.com/watch?v=pBvfBaSwlbU

Lehrlinge:

© www.youtube.com/watch?v=OVLx0oT-HrM

Abitur in acht Jahren:

© www.youtube.com/watch?v=UPXlh_5UJmU

Südtirol:

© www.ardmediathek.de

© www.ardmediathek.de/tv/da-will-ich-hin

Pop auf Deutsch:

© <http://www.dw.de/pop-auf-deutsch/a-4790506>

Karneval:

© <http://www.gastlandschaften.de/urlaubsmagazin/veranstaltungen/karneval/#accordion:0>

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Sitzengeblieben:

© <http://www.faz.net/aktuell/gesellschaft/menschen/sitzenbleiben-wie-dumm-bist-du-denn-13850137-p2.html>

EU sagt Plastiktüten den Kampf an:

© http://www.zeit.de/1998/19/Den_Platz_an_der_Sonne_verspielt

© <http://www.mopo.de/politik---wirtschaft/gesetzentwurf-geplant-eu-sagt-plastik-tueten-den-kampf-an,5066858,29075458.html>

Es wird etwas geschehen:

© Heinrich Boll, 'Es wird etwas geschehen', Harap 1971

German TV:

© <https://www.hna.de/welt/nervt-fernsehen-werbung-langweilige-shows-viel-casting-3662806.html>

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GCE AS Level German

Paper 1 marking principles for Section A and B

Candidate responses

- For open response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases, (with the exception of question 4(b), summary writing).

Example of short phrases with two or more words:

- Sie lernen einen Beruf (verb/noun)
 - (Er) konnte nicht als Ingenieur arbeiten (verb/negation)
 - (Sie sind) tüchtig (verb/adjective).
- In question 4b, candidates must use short phrases, but no single words, as this would not be appropriate for summary writing.
 - When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Text:	Ich esse hauptsächlich Obst und Gemüse um gesund zu bleiben.
Question:	Wie sieht laut dem Text eine gesunde Ernährung aus?
Rewardable answer:	Hauptsächlich Obst und Gemüse zu essen.
Non-rewardable answer:	Ich esse hauptsächlich Obst und

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence, 'essen.' This is because it does not render an accurate answer to the question. However as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in this paper so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or interferes with communication.
- Consider only as many elements as there are marks, e.g. for a 1 mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *Er wurde/war böse/hat geschimpft.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
 - *kostenpflichtig machen. (1)*
 - AND**
 - *(Man kann) Plastiktüten verbieten. (1)*
 - OR**
 - *(Man benutzt zu viele Plastiktüten (1)*
- Any parts of an answer which are not essential are bracketed and any parts which are key words are underlined, for example: *(Bis) Ende des ersten Weltkriegs.*
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1 mark scheme

SECTION A

Question number	Answer	Mark
1(i)	D	(1)

Question number	Answer	Mark
1(ii)	C	(1)

Question number	Answer	Mark
1(iii)	A	(1)

Question number	Answer	Mark
1(iv)	B	(1)

Question number	Answer	Mark
2(a)	(Sie sind) allein/unbegleitet/ohne ihre Familien gekommen	(1)

Question number	Answer	Reject	Mark
2(b)	(Sie sind) tüchtig(e)/fleißig(e) (Burschen) (1) OR (sehr) gut/another positive adjective (1)	Sie lernen Deutsch	(1)

Question number	Answer	Reject	Mark
2(c)	Sie haben eine Lehrstelle/sie lernen einen Beruf (1) OR Sie lernen Deutsch (1) OR Sie leben ohne finanzielle Hilfe (1)	Herr Linke hat seine Entscheidung nicht bereut.	(1)

Question number	Answer	Reject	Mark
2(d)	Sie haben Heimweh/sie vermissen ihre Heimat.	Sie haben beste Aussichten/sie überwinden ihr Heimweh.	(1)

Question number	Answer	Reject	Mark
3(a)	Mit (mehr als) 70 000 Unterschriften/Sie haben (70 000) Unterschriften gesammelt/Sie haben eine Petition unterschrieben	Wir gehen alle ein Jahr länger zur Schule	(1)

Question number	Answer	Reject	Mark
3(b)	(Er ist) Lehrer	(Er ist) Vertreter der Initiative	(1)

Question number	Answer	Mark
3(c)	Sie haben wenig Freizeit/Zeit außerhalb des Klassenraums (1) OR Sie sitzen neun Stunden im Klassenzimmer/sie sind neun Stunden mit der gleichen Gruppe zusammen (1)	(1)

Question number	Answer	Mark
3(d)	2005	(1)

Question number	Answer	Reject	Mark
3(e)	(Für beide) ist es schwer, neun Stunden zu arbeiten	Das schaffen nur wenige Erwachsene am Arbeitsplatz.	(1)

Question number	Answer	Reject	Mark
3(f)	Ein paar Bundesländer sind zum Abitur in 9 Jahren zurückgegangen/haben das Abitur in 9 Jahren wieder eingeführt.	Rheinland-Pfalz hat G8 nie eingeführt.	(1)

Question number	Answer	Mark
3(g)	(Rheinland-Pfalz) hat G8 nie eingeführt.	(1)

Question number	Answer	Reject	Mark
3(h)	Mehr Kinder leiden an psychologischen Krankheiten./Die Zahl der psychologisch kranken Kinder hat sich verzehnfacht.	Eine Reform in Nordrhein-Westfalen ist nötig.	(1)

Question number	Answer	Reject	Mark
4(a)(i)	(Bis) <u>Ende</u> des ersten Weltkriegs	(Bis) heute	(1)

Question number	Answer	Reject	Mark
4(a)(ii)	Viele Bräuche sind fast identisch	Sie arbeiten eng(er) zusammen (auf politischer/kultureller Ebene)	(1)

Question number	Answer	Reject	Mark
4(a)(iii)	Beim Weihnachtsmarkt	Schnitzkurse im Dorf	(1)

Question number	Answer	Reject	Mark
4(a)(iv)	(um die) alte(n) Traditionen aufrechtzuerhalten/sie halten Traditionen aufrecht	Sie sind (überall) bekannt	(1)

Question number	Answer	Reject	Mark
4(b)(i)	(Use) <u>complete</u> climbing equipment (1) AND get (used to being) physically active (beforehand) (1)	Climbing (in South Tyrol /Südtirol) is (an) impressive (experience)	(2)

Question number	Answer	Reject	Mark
4(b)(ii)	Exhibition of modern art <u>from South Tyrol</u> taking place (from June to September) (1) AND workshop available for local artists (1)	Modern art (on its own)	(2)

SECTION B

Question number	Answer	Mark
5(i)	C	(1)

Question number	Answer	Mark
5(ii)	B	(1)

Question number	Answer	Mark
5(iii)	C	(1)

Question number	Answer	Mark
5(iv)	A	(1)

Question number	Answer	Mark
6	B, C, D, G	(4)

Question number	Answer	Reject	Mark
7(a)	(Sie hatte) eine Fünf <u>in drei Fächern.</u> /(Sie hatte) schlechte Noten <u>in drei Fächern.</u>	Sie konnte nicht aufsteigen	(1)

Question number	Answer	Reject	Mark
7(b)	Er wurde/war böse/hat geschimpft.	Er blieb ruhig Er hatte Angst	(1)

Question number	Answer	Mark
7(c)	Annika fühlt(e) sich akzeptiert/aufgenommen. Sie haben sie eingeladen, auf den Schulhof zu gehen.	(1)

Question number	Answer	Mark
7(d)	Sie versteht den Unterricht besser/mehr. (1) OR Die Lehrer sind freundlich(er)/nett(er). (1)	(1)

Question number	Answer	Reject	Mark
8(a)	(Sie wollen) den Verbrauch/die Anzahl von Plastiktaschen einschränken/reduzieren. (1) OR Man benutzt zu viele Plastiktüten. (1)	Anzahl von Plastiktüten (without verb) Zu viele Plastiktüten (without verb)	(1)

Question number	Answer	Reject	Mark
8(b)	Sie benutzen weniger Einweg-/Plastiktüten (als andere EU-Bürger).	Deutsche benutzen 71 Einwegtüten im Jahr	(1)

Question number	Answer	Reject	Mark
8(c)	Die Fische fressen die (schädlichen) Plastiktüten und wir essen die Fische. (1) OR Wir essen (schädliches) Plastik, wenn wir Fische essen. (1)	Fische fressen die (schädlichen) Plastiktüten Fische sterben	(1)

Question number	Answer	Reject	Mark
8(d)	(Man kann) Plastiktüten kostenpflichtig machen. (1) AND (Man kann) Plastiktüten verbieten. (1) Accept in either order	Geschäfte geben keine Plastiktüten mehr Jeder EU-Staat kann die Maßnahmen selbst entscheiden	(2)

Question number	Answer	Mark
8(e)	Leichte (Tüten)	(1)

Question number	Answer	Reject	Mark
8(f)	Er findet sie sinnvoll/positiv/gut.	kritisch	(1)

Question number	Answer	Reject	Mark
8(g)	Jeder Bürger/Man darf nur 40 Plastiktüten pro Jahr benutzen.	Ein konkretes Ziel	(1)

Question number	Answer	Mark
9(a)	(Er war) auf einem Tiefpunkt/er fühlte sich schlecht/negativ (eingestellt)/er beschreibt sich als Leidensgenosse.	(1)

Question number	Answer	Reject	Mark
9(b)	Er war sehr misstrauisch/skeptisch.	fröhlich	(1)

Question number	Answer	Reject	Mark
9(c)	(Alles war sehr) munter /positiv/heiter/fröhlich	misstrauisch	(1)

Question number	Answer	Mark
9(d)	Dass er sehr fleißig/tüchtig/eifrig/fähig/ kompetent ist/war	(1)

Question number	Answer	Mark
9(e)	Die zweite Frage/Die Frage über die Telefone über die Anzahl der Telefone	(1)

Question number	Answer	Reject	Mark
9(f)	(Sie haben) von ihrem Lebenslauf gesprochen.	Lebenslauf (without verb)	(1)

Question number	Answer	Reject	Mark
9(g)	Any two of: Er hatte eine gelähmte Frau (1) OR Und 7 Kinder (die er ernähren musste) (1) OR Er hat so viele Sachen gleichzeitig erledigt (1) OR Er musste auch nachts arbeiten (1) OR Er hat vier Handelsvertretungen gemacht (1)	Er war Stellvertreter Er hatte einen gewissen Ruhm	(2)

SECTION C

Marking principles

Mis-spelling is tolerated as long as it does not lead to ambiguity, for example drought mis-spelled as drowght would be acceptable but mis-spelled as draught would be unacceptable as this would lead to ambiguity.

Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

Question number	Answer	Mark
10	After a very strenuous day at work	(1)
	one can really relax watching television.	(1)
	But because of the programmes offered by the television channels,	(1)
	Germans are watching less and less television.	(1)
	Many are irritated by the yawningly boring talent shows	(1)
	made by the broadcasters,	(1)
	which, despite falling viewer numbers,	(1)
	stick to formats such as 'Germany's looking for a Superstar'. Accept DSDS.	(1)
	Many/some viewers would like to watch 'Crime Scene' Accept 'Tatort' (title in German).	(1)
	if the TV stations produced new episodes.	(1)
	Live <u>football</u> broadcasts are, however,	(1)
- surprisingly - seen as annoying by many Germans.	(1)	

Write your name here

Surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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German
Advanced Subsidiary
**Paper 2: Written response to works
and translation**

Sample assessment material for first teaching
September 2016
Time: 1 hour 40 minutes

Paper Reference

8GN0/02

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **one** question from **either** Section B or Section C. Write between 275 and 300 words for questions in Section B and Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- We recommend you spend 25 minutes on Section A: Translation.
- Dictionaries are not allowed in this examination.
- Copies of works are not allowed in this examination.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

**Beantworten Sie EINE Frage – von ENTWEDER Teil B ODER Teil C.
Schreiben Sie 275 – 300 Wörter.**

2 Andorra (Max Frisch)

EITHER

- (a) Untersuchen Sie die Darstellung des Antisemitismus der Andorraner in diesem Stück.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Zeichen des Antisemitismus in Andorra.
- Die Wirkungen des Antisemitismus auf die Charaktere.
- Die Rolle der Judenschau.

(40)

OR

- (b) Erklären Sie, welche Rolle das Verhältnis zwischen dem Lehrer und der Senora in dem Stück spielt.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Vergangenheit der zwei Charaktere.
- Warum sie Andri nicht helfen können.
- Was Frisch durch diese zwei Charaktere zeigen will.

(40)

(Total for Question 2 = 40 marks)

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3 *Der Besuch der alten Dame* (Friedrich Dürrenmatt)

EITHER

- (a) Untersuchen Sie, wie Claire, Ill und die Güllener das Thema der Gerechtigkeit in diesem Stück verstehen.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Wie Claire und Ill Gerechtigkeit interpretieren.
- Wie die Güllener reagieren.
- Ob Claire ein Recht hat, Gerechtigkeit zu verlangen.

(40)

OR

- (b) Erklären Sie, wie der Polizist und der Bürgermeister in diesem Stück dargestellt werden.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Was der Polizist und der Bürgermeister verkörpern.
- Wie sich ihre Rollen entwickeln.
- Ob Sie Verständnis für ihre Aktionen haben.

(40)

(Total for Question 3 = 40 marks)

4 *Der Vorleser* (Bernhard Schlink)

EITHER

(a) Untersuchen Sie das Thema Schuld in diesem Roman.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Wie der Autor Hannas Schuld schildert.
- Inwiefern Michael auch schuldig ist.
- Was der Autor zum Thema Schuld sagen will.

(40)

OR

(b) Erklären Sie, warum Michaels Familienverhältnisse in diesem Roman wichtig sind.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Michaels Verhältnis zu seinen Eltern.
- Wie Michael als Vater handelt.
- Warum diese Verhältnisse wichtig sind.

(40)

(Total for Question 4 = 40 marks)

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5 Die Entdeckung der Currywurst (Uwe Timm)

EITHER

- (a) Untersuchen Sie, welche Wirkung die Zustände und Ereignisse in Hamburg am Ende des Kriegs auf die Figuren im Roman haben.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Lebensverhältnisse in der Stadt.
- Wie Frau Brücker auf andere Leute reagiert.
- Die Wichtigkeit der Ereignisse für das Individuum.

(40)

OR

- (b) Erklären Sie, wie die Einflüsse auf Frau Brückers Entdeckung der Currywurst in diesem Werk dargestellt werden.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Einflüsse von anderen auf Frau Brückers Entdeckung.
- Wie Frau Brücker selbst die Entdeckung beeinflusst.
- Was die Entdeckung der Currywurst symbolisiert.

(40)

(Total for Question 5 = 40 marks)

6 Die neuen Leiden des jungen W. (Ulrich Plenzdorf)

EITHER

- (a) Untersuchen Sie, warum die Rollen von Willi und Charlie in diesem Roman wichtig sind.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Edgars Verhältnis zu Willi und Charlie.
- Wie sie Edgar sehen.
- Was der Autor damit sagen will.

(40)

OR

- (b) Erklären Sie, wie Edgar in diesem Werk seine Individualität zeigt.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Schwierigkeiten für Edgar in der Gesellschaft.
- Wie er seine Individualität äußert.
- Was der Autor dadurch sagen will.

(40)

(Total for Question 6 = 40 marks)

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7 Ich fühl mich so fifty-fifty (Karin König)**EITHER**

- (a) Untersuchen Sie, ob sich das Leben in Leipzig nach dem Fall der Mauer positiv oder negativ ändert.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Das Leben in Leipzig vor dem Fall der Mauer.
- Wie sich das Leben für DDR-Bürger ändert.
- Was die Autorin damit sagen will.

(40)

OR

- (b) Erklären Sie, warum die unterschiedlichen Meinungen über das Leben in der Bundesrepublik für ein Verständnis dieses Romans wichtig sind.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Wie DDR-Bürger die BRD sehen.
- Die Realität für Mario und Sabine in der BRD.
- Ob das Bild der BRD positiv oder negativ ist.

(40)

(Total for Question 7 = 40 marks)

8 Stern ohne Himmel (Leonie Ossowski)

EITHER

- (a) Untersuchen Sie, ob der Leser Verständnis für das Verhalten von Willi und Jähde haben kann.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Willis Erfahrungen als Jugendlicher.
- Jähdes Behandlung der anderen Charaktere.
- Wie die Geschichte für sie endet.

(40)

OR

- (b) Erklären Sie, wie die Autorin das Thema „Verantwortung“ in diesem Roman präsentiert.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Reaktionen der Jugendlichen auf Abirim.
- Wie Erwachsene ihre Verantwortung interpretieren.
- Ob Verantwortung im Roman immer positiv ist.

(40)

(Total for Question 8 = 40 marks)

TOTAL FOR SECTION B = 40 MARKS

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SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

**Beantworten Sie EINE Frage – von ENTWEDER Teil B ODER Teil C.
Schreiben Sie 275 – 300 Wörter.**

9 *Das Leben der Anderen* (Florian Henckel von Donnersmarck)

EITHER

(a) Untersuchen Sie, wie die Stasi in diesem Film die Einwohner der DDR beeinflusst.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Arbeit der Stasi.
- Das Verhalten von Wiesler.
- Andere Stasi-Mitglieder.

(40)

OR

(b) Untersuchen Sie die Entwicklung von Dreyman in diesem Film.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Seine Arbeit als Schriftsteller.
- Der Selbstmord seines Freundes.
- Seine persönlichen Erfahrungen mit der Stasi.

(40)

(Total for Question 9 = 40 marks)

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10 *Das Wunder von Bern* (Sönke Wortmann)

EITHER

(a) Erklären Sie, wieso das WM-Endspiel in Bern eine positive Wirkung hat.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Der Radiokommentar.
- Die Atmosphäre des Spiels selbst.
- Die Wirkung auf die Hauptcharaktere.

(40)

OR

(b) Untersuchen Sie, wie der Regisseur den Kontrast zwischen dem Leben im Ruhrgebiet und dem Leben in der Schweiz in diesem Film zeigt.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Das Alltagsleben der Deutschen.
- Farben.
- Der Vergleich mit der Schweiz.

(40)

(Total for Question 10 = 40 marks)

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11 *Der Wald vor lauter Bäumen* (Maren Ade)**EITHER**

- (a) Untersuchen Sie, warum das Verhältnis zwischen Melanie und Tina in diesem Film wichtig ist.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Was das Verhältnis für beide bedeutet.
- Die Fehler, die Melanie macht.
- Tinas Reaktionen.

(40)

OR

- (b) Erklären Sie, was die Szenen in der Schule über Melanies Persönlichkeit zeigen.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Melanie als Lehrerin.
- Verhältnis zu Kollegen.
- Ob Melanie positive Eigenschaften hat.

(40)

(Total for Question 11 = 40 marks)

12 *Die Welle* (Dennis Gansel)

EITHER

(a) Erklären Sie, warum Wenger für die Konsequenzen der Welle verantwortlich ist.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Wengers Rolle bei der Gründung der Welle.
- Sein Charakter.
- Wie sich seine Rolle in der Bewegung entwickelt.

(40)

OR

(b) Untersuchen Sie die Wirkungen von Musik, Kamera und Sprache in diesem Film.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Atmosphäre.
- Verhältnisse zwischen den Charakteren.
- Jugendsprache.

(40)

(Total for Question 12 = 40 marks)

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13 *Good Bye, Lenin!* (Wolfgang Becker)

EITHER

- (a) Untersuchen Sie die Idee, dass *Good Bye, Lenin!* sowohl eine Tragödie als auch eine Komödie ist.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Wirkung des politischen Systems.
- Die Verhältnisse zwischen den Charakteren.
- Die Wirkung der lustigen Elemente.

(40)

OR

- (b) Untersuchen Sie, wie die verschiedenen Charaktere in diesem Film zur Ostalgie stehen.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Einstellungen der älteren Generation.
- Einstellungen der jüngeren Generation.
- Das Alltagsleben in der DDR.

(40)

(Total for Question 13 = 40 marks)

14 *Lola rennt* (Tom Tykwer)

EITHER

- (a) Untersuchen Sie die Idee, dass die ganze Handlung in diesem Film ein Traum sein könnte.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Szene im Casino.
- Die kurzen Liebesszenen zwischen den drei Teilen des Films.
- Das Tempo des Films.

(40)

OR

- (b) Erklären Sie die Wichtigkeit der Beziehung zwischen Lola und ihren Eltern in diesem Film.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Szene mit der Mutter in der Wohnung.
- Das allgemeine Bild des Vaters.
- Die Szenen in der Bank.

(40)

(Total for Question 14 = 40 marks)

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15 *Rosenstraße* (Margarethe von Trotta)**EITHER**

(a) Untersuchen Sie, ob dieser Film für oder gegen Mischehen spricht.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Die Situation für Hannah und Luis.
- Das Handeln der Frauen in der Nazizeit.
- Die Absichten der Regisseurin.

(40)

OR

(b) Erklären Sie, wie sich Hannah im Verlauf des Films zu einer starken Frau entwickelt.

In Ihrer Antwort könnten Sie Folgendes behandeln:

- Hannahs Verhältnis mit Luis.
- Ihre Erfahrung in Berlin.
- Was sie von anderen Frauen lernt.

(40)

(Total for Question 15 = 40 marks)

Indicate which questions you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

- Chosen question numbers:
- | | | | | | |
|--------------------|--------------------------|--------------------|--------------------------|--------------------|--------------------------|
| Question 2 | <input type="checkbox"/> | Question 3 | <input type="checkbox"/> | Question 4 | <input type="checkbox"/> |
| Question 5 | <input type="checkbox"/> | Question 6 | <input type="checkbox"/> | Question 7 | <input type="checkbox"/> |
| Question 8 | <input type="checkbox"/> | Question 9 | <input type="checkbox"/> | Question 10 | <input type="checkbox"/> |
| Question 11 | <input type="checkbox"/> | Question 12 | <input type="checkbox"/> | Question 13 | <input type="checkbox"/> |
| Question 14 | <input type="checkbox"/> | Question 15 | <input type="checkbox"/> | | |

In the box, state whether you are answering part (a) or part (b)

Write your answer here:

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TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR PAPER = 60 MARKS

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GCE AS Level German

Paper 2 mark scheme

Section A – Question 1 (translation) into assessed language

This task is a points-based mark scheme in which 1 mark is given for each correct individual section of language. A correct translation is provided in a grid which also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given above the grid.

Marking principles

Accents: Non-grammatical umlaut errors are tolerated, for example Buro rather than Büro unless they cause ambiguity (e.g. *schon* rather than *schön*).

Spelling: Non-grammatical mis-spellings are tolerated, for example *wundarbar* rather than *wunderbar*, as long as they are not ambiguous or in the wrong language (e.g. *Strom* rather than *Stürm*).

Verb endings must be correct and will not be classed as spelling errors.

Case endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the acceptable answers column.

	Text	Correct Answer	Acceptable Answers	Reject	Mark
1	... children ...	Kinder	Jugendliche Junge Leute		(1)
2	Teaching ... (children) ... at home	zu Hause zu unterrichten	lehren	nach Hause	(1)
3	has been illegal in Germany	ist ... in Deutschland illegal.	in der Bundesrepublik / BRD verboten	war illegal ist illegal gewesen	(1)
4	since Hitler's law of 1938	seit Hitlers Gesetz von 1938	seit dem Hitlergesetz vom Jahr(e) 1938		(1)
5	Nevertheless	Trotzdem	Dennoch Doch	aber	(1)
6	around 800 families educate their children	unterrichten ungefähr 800 Familien ihre Kinder	rund zirka etwa erziehen	Um trainieren/ ausbilden	(1)
7	at home illegally.	illegal zu Hause	gesetzeswidrig	nach Hause	(1)

	Text	Correct Answer	Acceptable Answers	Reject	Mark
8	Last year	Letztes Jahr	Im vorigen Jahr Voriges Jahr	vor einem Jahr	(1)
9	78 families ... (whose children) ... were educated at home fled Germany.	sind 78 Familien ... aus Deutschland geflohen.	sind ... geflüchtet flohen flüchteten	haben ...geflüchtet	(1)
10	whose children	deren Kinder		wessen	(1)
11	were educated at home.	zu Hause unterrichtet wurden	erzogen wurden	erzogen waren unterrichtet waren	(1)
12	One father says,	Ein Vater sagt:		spricht	(1)
13	"We want to teach our children ourselves	Wir wollen unsere Kinder selbst unterrichten,	selber	Wir werden	(1)
14	as they are being bullied ... (in school) ...	da sie ... gemobbt werden.		weil	(1)
15	in school.	in der Schule	auf der Schule	in Schule	(1)
16	If we stay in Germany	Wenn wir in Deutschland bleiben,		blieben bleiben würden	(1)
17	we will have to send our children	müssen wir unsere Kinder ... schicken	werden wir ... schicken müssen	mussten	(1)
18	to local schools	auf lokale Schulen	auf örtliche Schulen auf die lokalen Schulen		(1)
19	or the government	oder die Regierung	sonst (wird) die Regierung		(1)
20	will take them away".	wird sie wegnehmen.	nimmt ... weg	will ... wegnehmen	(1)
Total (20)					

Sections B and C, Questions 2 to 15 (written response to works)

There are two levels-based mark grids to be applied to the essay that constitutes the written response to works. The mark grids are:

- critical response (AO4)
- accuracy and range of grammatical structures and vocabulary (AO3).

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.

Critical response (AO4)

The critical response mark grid assesses students' ability to respond critically to the aspect of the literary work or film outlined in the question. To provide a critical response, students should present and justify points of view, develop arguments and draw conclusions based on understanding.

When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (below). 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 work.
1-4	<ul style="list-style-type: none">• Points of view are made but any evidence from the work is descriptive; statements are mostly unjustified or show misunderstanding or confusion.• Limited ability to form arguments or arguments break down with frequent inconsistencies; any conclusions rarely link to the argument.• Response relates to the work but has limited focus on the question.
5-8	<ul style="list-style-type: none">• Points of view are made but evidence from the work used for justification is often descriptive; statements are often made in isolation without justification or show misunderstanding or confusion.• Arguments are made but with some inconsistencies; conclusions are sometimes unclear or do not link to the argument.• Response relates to the work but often loses focus on the question.
9-12	<ul style="list-style-type: none">• Points of view sometimes show a critical response to the question through some justification with appropriate evidence from the work; occasionally statements are made that are not justified or show misunderstanding or confusion• Arguments are made with the occasional inconsistency; some conclusions are drawn but are occasionally unclear or do not relate to the arguments.• Response is relevant to particular aspects of the question, occasional loss of focus.
13-16	<ul style="list-style-type: none">• Points of view show a critical response to the question through frequent justification with appropriate evidence from the work.• Arguments are made that mostly link with valid conclusions.• Predominantly relevant response to the question.
17-20	<ul style="list-style-type: none">• Points of view show a critical response to the question through consistent justification with appropriate evidence from the work.• Arguments are made that link with valid conclusions.• Relevant response to the question throughout.

Accuracy and range of grammatical structures and vocabulary (AO3)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately in order to produce articulate written communication with a range of expression.

Marks	Description
0	No rewardable language.
1-4	<ul style="list-style-type: none"> Limited variation of straightforward grammatical structures and vocabulary with much repetition, communication is restricted because of lack of range. Limited use of terminology appropriate for critical response to the literary or cinematic work. Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
5-8	<ul style="list-style-type: none"> Occasional variation of vocabulary and grammatical structures; mostly straightforward language with the occasional complex structure, often repetitive and stilted. Occasional use of terminology appropriate for critical response to the literary or cinematic work. Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
9-12	<ul style="list-style-type: none"> Some variation in vocabulary and grammatical structures, evidence of some recurrent complex structures, producing sections of articulate writing with occasionally stilted phrasing. Some use of terminology appropriate for critical response to the literary or cinematic work. Frequent sequences of accurate language resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
13-16	<ul style="list-style-type: none"> Frequent variation of vocabulary and grammatical structures, including some examples of complex language, resulting in sequences of articulate writing. Frequent use of terminology appropriate for critical response to the literary or cinematic work. Accurate use of language throughout most of the essay, resulting in generally coherent writing; errors occur that rarely hinder clarity of communication.
17-20	<ul style="list-style-type: none"> Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing. Consistent use of terminology appropriate for critical response to the literary or cinematic work. Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.

Additional guidance

Variation of vocabulary and grammatical structures: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners will 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 (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

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

Terminology for literary and cinematic critical response: vocabulary for critical response according to the work being studied, for example 'plot', 'character'; figures of speech such as 'metaphor', 'similes'; to describe theme and style such as, 'camera technique', 'hand-held camera', 'use of black and white', 'first person narrative'.

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.

Straightforward language is considered to be:

- simple sentences with limited linking of sentences and clauses
- high frequency grammatical structures and vocabulary.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order 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 reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

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

Indicative content

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

Question number	Indicative content
2(a)	<p data-bbox="486 434 810 463">Andorra – Max Frisch</p> <p data-bbox="486 499 1201 528">Students may refer to the following in their answers.</p> <p data-bbox="486 564 1235 624">Frisch portrays anti-Semitism as a destructive force for society and for the individual.</p> <ul data-bbox="486 660 1342 1765" style="list-style-type: none"><li data-bbox="486 660 1342 965">• Anti-Semitic views only gradually become apparent. Andorran society initially seems stable and idyllic; but anti-Semitism lurks beneath the surface; even the educated teacher shows prejudice about Jews being money grabbing; the doctor utters an anti-Semitic oath when pulling out Andri's tooth and reveals his jealousy of Jews who he sees as having thwarted the ambitions of others; the soldier aggressively taunts Andri for being a Jew.<li data-bbox="486 1001 1342 1305">• Society suffers as a result of anti-Semitism: the teacher's family is destroyed by anti-Semitism. In the 'witness' scenes, each of the Andorrans excuses their part in Andri's downfall, claiming their innocence each time. Ironically, the <i>Andorraner</i> possess the exact qualities that they claim can be ascribed to Jews, yet they do not recognise the anti-Semitism of which they are guilty. For them, anti-Semitism is a source of amusement rather than a source of deep-rooted prejudice.<li data-bbox="486 1341 1342 1534">• Barblin and Andri are the individual victims of anti-Semitism. Barblin's worst fears are realised at the end of the play when she has her head shaved and becomes an outcast and <i>Judenhure</i>; Andri pays the ultimate penalty by being killed for being seen as different. The brutal severing of his finger to remove the ring shocks the audience.<li data-bbox="486 1570 1342 1765">• The <i>Judenschau</i> is a dramatic representation of the horror and absurdity of anti-Semitism. The <i>Judenschauer</i> is a bureaucrat with no conscience. The <i>Andorraner</i> continue to believe that it is possible to recognise the Jews by the way they walk and their laugh. Victims of the <i>Judenschau</i> are forced to remove their shoes and walk barefoot.

Question number	Indicative content
2(b)	<p data-bbox="501 264 820 293">Andorra - Max Frisch</p> <p data-bbox="501 327 1219 356">Students may refer to the following in their answers.</p> <p data-bbox="501 394 1331 459">The teacher and the senora play a central role in highlighting major themes of the play.</p> <ul data-bbox="501 495 1347 1283" style="list-style-type: none"> <li data-bbox="501 495 1347 763">• The <i>Lehrer</i> and the <i>Senora</i> are Andri's parents; they both fail him totally in this role. The teacher has courageously encouraged his students to think critically but he loses his courage when he has a child, Andri, with the Senora. Because of his fears, he pretends that Andri is a Jewish orphan child. The Senora wants to be able to tell Andri the truth to save her son but the <i>Lehrer</i> does not want Andri to know. <li data-bbox="501 792 1299 891">• They both become tragic victims of circumstances. The teacher is driven to drink by his guilty conscience; she loses contact with her son. <li data-bbox="501 920 1347 1122">• Neither is able to save Andri from his fate: the teacher has become a weak, cowardly character who tries to protect Andri from events – but ultimately he cannot save him. After the Judenschau he hangs himself. The Senora is also weak. In the <i>Neuntes Bild</i> she is on the brink of revealing the truth but takes the easy way out and leaves. <li data-bbox="501 1151 1347 1283">• Frisch reveals through the two characters that it is difficult for individuals to stand up to the majority view. Lies will lead to destruction: if the teacher had told the truth from the start, disaster may have been averted.

Question number	Indicative content
3(a)	<p data-bbox="523 327 1294 360">Der Besuch der alten Dame – Friedrich Dürrenmatt</p> <p data-bbox="523 394 1241 427">Students may refer to the following in their answers.</p> <p data-bbox="523 461 1195 524">Justice has a different focus for Claire, Ill and the townspeople.</p> <ul data-bbox="523 557 1353 1301" style="list-style-type: none"> <li data-bbox="523 557 1321 658">• For Claire, justice is personal. Justice and revenge are the same thing; she is self-obsessed; Ill's death will do nothing but buy her closure. <li data-bbox="523 680 1342 815">• For Ill, justice is moral. He claims that everything is a story from the past and that time has moved on. He comes to accept his death as inevitable and accepts that justice will be done. <li data-bbox="523 837 1347 1016">• The views of the people of Gullen change throughout the play. At first they are morally outraged. Gradually they alter their views. They claim to be carrying out Claire's demands for Ill's death in the name of justice rather than for money. <li data-bbox="523 1039 1278 1140">• Claire is right to demand justice because she was a victim of perjury. She has never recovered from the emotional suffering she endured. <li data-bbox="523 1162 1337 1301">• On the other hand, she is wrong to demand justice because she puts herself above the law. She has made the original judge her personal butler, i.e. she no longer views the law as impartial.

Question number	Indicative content
3(b)	<p data-bbox="501 259 1270 293">Der Besuch der alten Dame – Friedrich Dürrenmatt</p> <p data-bbox="501 327 1214 360">Students may refer to the following in their answers.</p> <p data-bbox="501 394 1302 461">Both the policeman and the mayor play a significant role in the development of the plot.</p> <ul data-bbox="501 495 1342 1503" style="list-style-type: none"> <li data-bbox="501 495 1342 663">• Both are identified by their title only. The policeman represents law and order; Claire’s only interest in him is as a policeman. The Bürgermeister represents political authority and power; he sees Claire arrival in the town as an opportunity for economic growth. <li data-bbox="501 685 1342 819">• Both characters succumb to the temptation of wealth: the mayor's plans for a complete redevelopment of the town reveals his hypocrisy; the policeman's new gold tooth is hidden beneath a veneer of understanding for Ill's plight. <li data-bbox="501 842 1342 976">• Both refuse to help Ill in Act 2: the policeman uses a contrived argument to explain his inaction; the mayor dismisses Ill's request for official protection under the pretext of Gullen's humanist tradition. <li data-bbox="501 999 1342 1245">• As the plot develops, both men reveal a deeply corrupt character. The policeman is at the forefront of the crowd that prevents Ill from boarding the train. He reveals his inherent aggression when he calls Ill 'Schwein' in the final scene. The mayor's cowardice is exposed when he tries to persuade Ill to shoot himself, thus saving the townspeople the trouble of committing a crime themselves. <li data-bbox="501 1267 1342 1368">• Their actions are understandable: like everyone else in the town, they are victims of the poverty caused by Claire's wealth. <li data-bbox="501 1391 1342 1503">• On the other hand, their actions are not understandable: they hide behind their roles so that they will not have to face up to individual responsibility.

Question number	Indicative content
4(a)	<p data-bbox="501 259 991 293">Der Vorleser – Bernhard Schlink</p> <p data-bbox="501 327 1217 360">Students may refer to the following in their answers.</p> <p data-bbox="501 394 1241 461">The concept of guilt is at the heart of the work but the characters are 'guilty' in different ways.</p> <ul data-bbox="501 495 1326 1279" style="list-style-type: none"> <li data-bbox="501 495 1326 618">• Hanna's past guilt is revealed late in the novel. She has been involved in an incident that caused avoidable death to Jews in the concentration camp; she accepts her responsibility for this in court. <li data-bbox="501 651 1326 752">• Her guilt is represented symbolically. She has a sexual relationship with the underage Michael; she fails to reveal anything about her past to him. <li data-bbox="501 775 1326 931">• Michael also becomes guilty. By failing to tell the court of Hanna's illiteracy, he fails to clarify the reason why Hanna could not have been responsible for signing the death warrants. He is guilty also of lying to his parents about his return visits to Hanna. <li data-bbox="501 954 1326 1055">• Hanna's guilt can be excused because of her illiteracy; Michael's guilt can be excused because initially he was an innocent victim. <li data-bbox="501 1077 1326 1279">• The author is commenting on the issue of Germany's perceived collective guilt. Hanna's realisation that her guilt is not personal but represents a collective guilt, leads to her suicide; for her this is the only way out. Michael has choices but ultimately is also connected with the guilty past because of his liaison with Hanna.

Question number	Indicative content
4(b)	<p data-bbox="523 257 1008 291">Der Vorleser – Bernhard Schlink</p> <p data-bbox="523 324 1236 358">Students may refer to the following in their answers.</p> <p data-bbox="523 392 1356 459">Michael’s family relationships support the main themes of the novel.</p> <ul data-bbox="523 492 1372 1276" style="list-style-type: none"> <li data-bbox="523 492 1372 683">• Michael’s contrasting relationships with his parents represent two aspects of his relationship with Germany. His mother is portrayed as the archetypal loving parent, i.e. he is nurtured by his surroundings; his father is emotionally distant, i.e. the difficult past is kept at a philosophical distance. <li data-bbox="523 705 1284 772">• Because of his father’s emotional distance, Michael is vulnerable to being seduced by Hanna. <li data-bbox="523 795 1372 929">• Michael continues to seek support from his father but is disappointed by him. When Michael turns to his father for support during Hanna’s trial, he is left feeling that his father does not understand his predicament. <li data-bbox="523 952 1372 1086">• Michael’s role as a father is surprisingly like his own father’s relationship with him. When he divorces Gertrud and leaves Julia with her, his heart breaks but he is unable to show that emotion. <li data-bbox="523 1108 1372 1276">• Michael’s philosophising father represents some Germans’ unwillingness to confront the past without couching the details in philosophical terms; the failure of both Michael and his father in their paternal roles shows how objectivity can prevent guilt from being absolved.

Question number	Indicative content
5(a)	<p data-bbox="483 264 1155 293">Die Entdeckung der Currywurst – Uwe Timm</p> <p data-bbox="483 327 1198 356">Students may refer to the following in their answers.</p> <p data-bbox="483 394 1326 459">The physical devastation in Hamburg affects the lives of those living there.</p> <ul data-bbox="483 495 1342 1211" style="list-style-type: none"> <li data-bbox="483 495 1342 651">• In 1945, Hamburg is completely in ruins. The bombing of the harbour has destroyed the heart of the city; people are living amongst the rubble; the devastation of the city reflects the inner lives of the people who are resigned to their situation. <li data-bbox="483 685 1342 750">• Living conditions are poor. Although the British troops have taken over the city, the black market flourishes. <li data-bbox="483 781 1342 965">• The German authorities are in chaos. On the one hand, they want to suggest that the war is not lost; in the cinema the news footage continues to show smiling soldiers supposedly holding back the Russians in the East. On the other hand, the Wehrmacht is in panic; Bremer is moved to a different, less suitable position from the one for which he was trained. <li data-bbox="483 996 1342 1088">• The living conditions cause tension. Frau Brücker is wary of Bremer when they first meet; in the bunker, people do not communicate and the warden is unfriendly. <li data-bbox="483 1120 1342 1211">• The political situation affects the lives of each individual. Frau Brücker's observation of the great political events inspires her to find a way forward for her life.

Question number	Indicative content
5(b)	<p data-bbox="504 300 1177 327">Die Entdeckung der Currywurst – Uwe Timm</p> <p data-bbox="504 360 1222 387">Students may refer to the following in their answers.</p> <p data-bbox="504 421 1264 488">The <i>Currywurst</i> is a symbol for the changes in Germany after the war.</p> <ul data-bbox="504 521 1305 1368" style="list-style-type: none"> <li data-bbox="504 521 1305 712">• Bremer's influence is crucial. He is one of the main reasons why Frau Brücker is able to begin her snack bar; she uses items left by him to barter and buy goods to begin her business. In detailed and very descriptive language, Bremer explains to her about the food in India and the delights of the spices in curry. <li data-bbox="504 745 1257 813">• Holzinger also has a role to play. He indicates where she can buy reasonably good quality sausages. <li data-bbox="504 835 1289 992">• The narrator's own family has an influence. His family helped Frau Brücker with the making of the coat which was exchanged for goods to start the business; this makes a link between the framework story and the narration. <li data-bbox="504 1025 1305 1249">• When Frau Brücker loses her job it starts to make her think of what she might do in order to earn a living; she has learned how to cook from her work and is told about the requirement of a snack bar near the port by Frau Claussen. By chance, Frau Brücker has the opportunity to buy some curry powder in exchange for other items, including the coat. <li data-bbox="504 1283 1264 1368">• Frau Brücker's efforts to begin her snack bar and her production of the <i>Currywurst</i> symbolise the efforts of young entrepreneurs in Germany just after the war.

Question number	Indicative content
6(a)	<p data-bbox="483 262 1249 293">Die neuen Leiden des jungen W. – Ulrich Plenzdorf</p> <p data-bbox="483 327 1198 358">Students may refer to the following in their answers.</p> <p data-bbox="483 394 1217 461">Willi and Charlie are important to the plot of the novel because of their relationship with Edgar.</p> <ul data-bbox="483 495 1321 1440" style="list-style-type: none"> <li data-bbox="483 495 1321 656">• Edgar’s relationship with his two friends is different. Willi to whom Edgar sends the tapes with quotations from Goethe’s novel is Edgar’s best friend; through these quotations, the reader is able to better understand Edgar’s thoughts, emotions and conflicts. <li data-bbox="483 685 1321 846">• Edgar and Willi get on well and are good friends, although Willi joins in more with the jokes at work than Edgar. Edgar is less comfortable at work than Willi. This shows the contrast between the two, as Willi conforms more than Edgar. <li data-bbox="483 875 1321 1003">• Charlie considers Edgar to have been silly, foolish and lacking in direction and belittles his work. The more Edgar’s relationship with Charlie falters, the more Edgar realises how unhappy he is with his situation. <li data-bbox="483 1032 1321 1249">• Both Willi and Charlie are envious of Edgar’s decision. Willi also dreams of dropping out from the society but he is not able to do so; he admires Edgar for doing this. Charlie suffers a conflict of emotions between Edgar and her much more ‘normal’ fiancé Dieter. She is important as she sees in Edgar the part of her personality which would like to rebel. <li data-bbox="483 1279 1321 1440">• The author highlights the main themes of the novel through Edgar’s two friends. They both shed light on the theme of rebellion: Charlie wants to rebel but has to remain within society’s limits. Willi as the recipient of the tapes becomes the mouthpiece for Edgar’s thoughts.

Question number	Indicative content
6(b)	<p data-bbox="504 264 1273 293">Die neuen Leiden des jungen W. – Ulrich Plenzdorf</p> <p data-bbox="504 327 1222 356">Students may refer to the following in their answers.</p> <p data-bbox="504 394 1299 454">The author criticises society for being unable to accept the freedom of the individual.</p> <ul data-bbox="504 492 1385 1339" style="list-style-type: none"> <li data-bbox="504 492 1385 745">• Edgar lives in the GDR where the individual is expected to conform. The establishment is represented by Edgar’s mother who wants her son to conform, get a decent job and be a credit to her; doctors and teachers are authoritarian with little respect for the individual; adherence to political institutions such as the FDJ are more important than individual welfare. Edgar’s workmate Addi praises the values of the collective and urges Edgar ‘mitzuziehen’. <li data-bbox="504 779 1337 869">• Edgar’s name sets him apart. He is proud of his Huguenot name, French Wibeau rather than German Wibau. Like the Huguenots he will leave home rather than conform. <li data-bbox="504 902 1377 1025">• He is the typical long-haired, jeans-wearing rebel. He rebels against the collective, claiming himself as his greatest model. As a left-hander he stands out as being different. He dances by himself and enjoys rock music. <li data-bbox="504 1059 1377 1182">• His literary heroes are all outsiders. <i>Robinson Crusoe</i> and <i>Catcher in the Rye</i> are favourite novels; like Robinson Crusoe on his desert island, Edgar spends time marooned in his Gartenlaube. <li data-bbox="504 1216 1385 1339">• The author criticises the regime: although there are moments where the benefits of the socialist regime are praised, Edgar’s suicide shows that the author is critical of a regime that suppresses the freedom of the individual.

Question number	Indicative content
7(a)	<p data-bbox="501 264 1102 293">Ich fühl mich so fifty-fifty – Karin König</p> <p data-bbox="501 327 1217 356">Students may refer to the following in their answers.</p> <p data-bbox="501 394 1326 461">Through her depiction of the changes in life in Leipzig, König highlights the difficulties that reunification poses.</p> <ul data-bbox="501 495 1385 1447" style="list-style-type: none"> <li data-bbox="501 495 1385 663">• Before reunification, strict controls are imposed over individual freedom. Frau Müller checks satchels in school to confiscate dubious Western materials; information about each citizen is stored in a personal file; Sabine despairs about the feeling of <i>Eingesperrtsein</i>. <li data-bbox="501 689 1385 824">• However, there are also some positive aspects. According to Thomas people feel happy in the <i>Kollektiv</i>; people have job security; recycling is good; children are encouraged to send aid to the Third World. <li data-bbox="501 851 1385 1055">• Some changes are positive: citizens now have freedom to buy what was previously only available in Intershops; classmates change their style of dress; Julchen cuts up her FDJ necktie; Thomas and Julchen go on a demonstration together; the teachers encourage pupils to think critically; Frau Dehnert can go on holiday to the Mediterranean. <li data-bbox="501 1081 1385 1249">• There are some indications that the changes are negative. Teachers want to avoid taking responsibility for their part in the former regime; the mass exodus from the GDR has bled the country dry; the GDR citizens despise the West Germans' feeling of superiority. <li data-bbox="501 1276 1385 1447">• The author has a clear message in this novel. An acceptance of Western values is not necessarily a positive change. There may have been negative aspects of life in Leipzig before the fall of the wall but ultimately <i>Heimat</i> is linked to background and family no matter what regime is in power.

Question number	Indicative content
7(b)	<p data-bbox="501 259 1102 293">Ich fühl mich so fifty-fifty – Karin König</p> <p data-bbox="501 327 1217 360">Students may refer to the following in their answers.</p> <p data-bbox="501 394 1374 461">By presenting different views of life in the Federal Republic, the author makes the reader analyse life in West Germany critically.</p> <ul data-bbox="501 495 1374 1379" style="list-style-type: none"> <li data-bbox="501 495 1374 629">• The official GDR view of the capitalist West Germany is negative. Western publications are seen as subversive and confiscated; Ramona Reuter is scorned by the class teacher because she has escaped to the West. <li data-bbox="501 663 1374 797">• Nevertheless, GDR citizens aspire to the capitalist ideals. They dream of <i>Reisefreiheit</i>; they are envious of what is available in Intershops; even <i>Reisekader</i> are allowed to travel to the West. <li data-bbox="501 831 1374 1021">• Sabine and Mario find out that life in the West is not as ideal as they supposed. Mario finds it difficult to get work; GDR qualifications are not accepted; it is difficult to find housing; locals are unfriendly; Sabine and Mario do not suffer from shortages but their standard of living is not better; they feel like outsiders. <li data-bbox="501 1055 1374 1144">• West Germans are largely unfriendly, even hostile, to GDR 'immigrants'. The concept of <i>Besserwessi</i> epitomises the West Germans; Sabine is treated with mistrust at work. <li data-bbox="501 1178 1374 1379">• The author's intentions are to make the reader take a critical view of the West. The advantages of life in the Federal Republic do not necessarily bring happiness; Sabine remains uncertain about whether she made the correct move. The author leaves readers to make up their own minds about whether the picture of life in the West is positive or negative.

Question number	Indicative content
8(a)	<p data-bbox="507 266 1085 293">Stern ohne Himmel – Leonie Ossowski</p> <p data-bbox="507 331 1220 358">Students may refer to the following in their answers.</p> <p data-bbox="507 421 1372 519">Although Willi and Jähde are both committed to the Nazi cause and are presented as the obvious villains in the novel, there are some differences between them.</p> <ul data-bbox="507 548 1380 1624" style="list-style-type: none"> <li data-bbox="507 548 1380 712">• Jähde acts as a bully throughout the novel, whether to the boys in the choir school or to Nagold and his wife. He is presented as an unlikeable character who hides behind his position in the Nazi party and uses violent threats to achieve his goals. <li data-bbox="507 741 1380 875">• Jähde does not accept responsibility for Willi's death. He is the cruel Nazi war criminal who will now have to face up to his past actions. Ossowski's portrayal of Jähde has no redeeming features. <li data-bbox="507 904 1380 1068">• There are some similarities between Jähde and Willi. Jähde's determination to hound Kimmich and Willi's manipulation of Ruth are inhumane. They are both driven only by a desire for personal glory. Both act without questioning their motives. <li data-bbox="507 1097 1380 1261">• Willi's aim in life is to gain his father's approval. This is the reason why he joins the Hitler Youth movement, is proud to wear the uniform and why he becomes an informer. He is insistent about his loyalty to the Führer. In this respect his behaviour is understandable. <li data-bbox="507 1290 1380 1453">• Willi's early experience of seeing the Jews being transported to the concentration camp reveals his true nature. His redeeming instinct as a human being is to help but he is punished by his father for being weak. Here again, Ossowski gives the reader justification of Willi's behaviour. <li data-bbox="507 1482 1380 1624">• In the end, Willi becomes the innocent victim of circumstances. However, Jähde does not accept responsibility for the boy's death. He is the cruel Nazi war criminal who will now have to face up to his past actions.

Question number	Indicative content
8(b)	<p data-bbox="533 259 1114 293">Stern ohne Himmel – Leonie Ossowski</p> <p data-bbox="533 327 1249 360">Students may refer to the following in their answers.</p> <p data-bbox="533 421 1404 488">The author shows how responsibility can be positive or negative depending on how it is interpreted.</p> <ul data-bbox="533 510 1404 1709" style="list-style-type: none"> <li data-bbox="533 510 1404 786">• The group of youngsters who discover Abirim, react in different ways. Willi is aware that his responsibility as a member of Hitler Youth is to inform on the Jewish escapee. Although his motivation is positive, it has a negative outcome. The others feel an instinctive moral responsibility to protect Abirim. Antek emerges as the most morally responsible when he tells Abirim that he is helping him because they are the same. <li data-bbox="533 808 1404 1048">• Jähde's strict adherence to his responsibilities as a member of the Nazi Party is portrayed negatively. His responsibility is dictated by his superiors; the ultimate accolade for him is that he has been empowered to undertake certain things but he never questions what is morally right. Here a sense of responsibility is used for egotistic reasons to further himself rather than considering the broader moral issues. <li data-bbox="533 1070 1404 1171">• Kimmich takes personal responsibility seriously, he makes his own moral decisions without reference to the law, even if in doing so he gets into trouble. <li data-bbox="533 1193 1404 1469">• Ruth's sense of responsibility is tested. When she has to meet the others at night to visit Abirim, she stumbles over a woman who has recently given birth. She has to make an instant decision about whether to be loyal to her friends or whether to save the life of the new baby. Ultimately, Antek recognises that she made the right moral decision. But she is a morally correct individual who acts appropriately for the benefit of others. <li data-bbox="533 1491 1404 1709">• Nagold and his wife struggle with the concept of personal responsibility. When she decides to inform on Abirim, she asks her husband defiantly whether they were the ones who made the laws by which they have to live. He struggles with his conscience: despite having fought for the Fatherland, he is now in a position where he is asked to help a Jew.

Question number	Indicative content
9(a)	<p data-bbox="560 264 1246 322">Das Leben der Anderen – Florian Henckel von Donnersmack</p> <p data-bbox="560 360 1273 389">Students may refer to the following in their answers.</p> <p data-bbox="560 427 1241 524">The Stasi is at the heart of this film and the image portrayed reflects a state organisation that deeply influences the lives of the citizens of the GDR.</p> <p data-bbox="560 562 1358 658">The Stasi are often seen to be heartless, obsessed with betrayal of the state and willing to use any methods to get what they want.</p> <ul data-bbox="560 696 1374 949" style="list-style-type: none"> <li data-bbox="560 696 1374 770">• Listening devices are laid secretly in Dreymann’s flat and invade Dreymann and Christa’s most intimate moments. <li data-bbox="560 786 1374 860">• Dreymann’s neighbour is threatened if she reports on the visit of the Stasi. <li data-bbox="560 875 1374 949">• Christa Maria is blackmailed into betraying Dreymann and telling the Stasi about the hiding place in the flat. <p data-bbox="560 972 1358 1106">The scenes that take place in the <i>Untersuchungsgefängnis Hohenschönhausen</i> and the lesson given to the students at the university in Potsdam portray an obsessive state organisation.</p> <ul data-bbox="560 1128 1374 1509" style="list-style-type: none"> <li data-bbox="560 1128 1374 1202">• Wiesler is determined to get a confession from the prisoner in the video. <li data-bbox="560 1218 1374 1352">• People are portrayed as constantly anxious of falling foul of the Stasi, e.g. Wiesler’s fearful considerations when he decides not to phone the border checkpoint on hearing about the documents being smuggled out. <li data-bbox="560 1375 1374 1509">• The Stasi is shown as an organisation within which members do not trust one another, e.g. the relationship between Grubitz and Wiesler and between Udo and Wiesler.

Question number	Indicative content
9(b)	<p data-bbox="544 257 1452 324">Das Leben der Anderen – Florian Henckel von Donnersmack</p> <p data-bbox="544 347 1452 392">Students may refer to the following in their answers.</p> <p data-bbox="544 414 1452 560">Dreymann develops throughout the film from a content citizen of the GDR committed to the system to someone who becomes disappointed and despairing about the way its citizens are treated.</p> <ul data-bbox="544 582 1452 1554" style="list-style-type: none"> <li data-bbox="544 582 1452 694">• At the beginning of the film, Dreymann is happy and successful, e.g. he produces plays that support the idealist genre of socialist realism. <li data-bbox="544 716 1452 851">• He circulates happily at the after-performance reception, meets with functionaries and other important guests, and lives a content and satisfying life with Christa Maria and his many friends. <li data-bbox="544 873 1452 1075">• Dreymann’s positive attitude towards the system in the GDR starts to change when he hears from another friend that Jerska has committed suicide. Dreymann begins to question whether the system in his country is corrupt. This corruption causes him to write an article about suicide in the GDR and smuggle it into the West. <li data-bbox="544 1097 1452 1232">• Dreymann’s disillusionment with the political system is increased when Christa Maria is arrested and he discovers that she has betrayed him. It is because of pressure from the minister Hempf that she betrays him. <li data-bbox="544 1254 1452 1388">• Dreymann loses his partner because of the machinations of the system; this increases his disillusion with the system and makes him more determined to work against it. <li data-bbox="544 1411 1452 1554">• Dreymann’s ultimate disillusion comes when he reads the files about himself in the Stasi headquarters after the fall of the wall.

Question number	Indicative content
10(a)	<p data-bbox="544 257 1452 291">Das Wunder von Bern – Sönke Wortmann</p> <p data-bbox="544 324 1452 358">Students may refer to the following in their answers:</p> <p data-bbox="544 392 1452 492">The World Cup final as presented in the film can be seen as a positive turning point in the relationship between the main characters and for Germany as a whole.</p> <p data-bbox="544 526 1452 560">The radio commentary</p> <ul data-bbox="544 593 1452 907" style="list-style-type: none"> <li data-bbox="544 593 1452 683">• The radio commentator captures the excitement of the final through his enthusiasm, creating similar feelings in the listeners. <li data-bbox="544 716 1452 806">• The enthusiasm of the radio commentator motivates the team. This also inspires the crowd in Bern and the listeners back in Germany. <li data-bbox="544 840 1452 907">• The radio commentator speaks with pride and constantly talks about the unexpected success. <p data-bbox="544 929 1452 963">The crowd</p> <ul data-bbox="544 996 1452 1624" style="list-style-type: none"> <li data-bbox="544 996 1452 1064">• Throughout the game, the crowd is motivated and willing the team to succeed; this creates an atmosphere of pride. <li data-bbox="544 1097 1452 1288">• The wife of the journalist represents the spectator who has moved from indifference to great enthusiasm for the game as she is seen cheering the team along. In Germany as a whole, indifference to the World Cup has changed to huge enthusiasm. This mirrors the changing attitude of Germany towards its past and its optimistic move towards the future. <li data-bbox="544 1321 1452 1377">• There is a feeling of elation among the crowd which reflects a general positive feeling about the future. <li data-bbox="544 1411 1452 1624">• The optimistic effects of the game change the relationship of the main characters in a positive way, e.g. during and after the game, Matte and his father become fully reconciled, the journalist and his wife share similar scenes of reconciliation during the match. She announces the couple's forthcoming baby at the game, representing hope for the future.

Question number	Indicative content
10(b)	<p data-bbox="579 293 1206 327">Das Wunder von Bern – Sönke Wortmann</p> <p data-bbox="579 360 1294 394">Students may refer to the following in their answers.</p> <p data-bbox="579 427 1390 490">The Ruhrpott in 1954 is a scene of devastation, which has a negative effect on the lives of the inhabitants.</p> <ul data-bbox="579 524 1414 1509" style="list-style-type: none"> <li data-bbox="579 524 1414 586">• Insight into people’s lives show that Germany has still not recovered from the war, as people are living in poverty. <li data-bbox="579 620 1414 683">• People have to improvise, e.g. the children do not have a real football and have to use one made of straw. <li data-bbox="579 716 1414 801">• Many people are still unemployed and industry is crippled, e.g. in the background, the mine is desolate and not producing much coal. <li data-bbox="579 835 1414 965">• The people have little hope for the future as shown by their lack of work. This lack of hope is reflected in their assumption that they have no hope of winning the World Cup. <li data-bbox="579 999 1414 1061">• Life for children remains difficult, e.g. Matte is still living without a father, like many other children. <li data-bbox="579 1095 1414 1158">• Life is without colour, e.g. the houses are depicted as dark and dreary. <li data-bbox="579 1191 1414 1276">• It is raining or has been raining in every scene in the Ruhr. There are puddles in the potholes and consequently everything seems grey. <li data-bbox="579 1310 1414 1373">• The <i>Ruhrgebiet</i> is strongly contrasted to the situation in Switzerland where the colours are bright and cheerful. <li data-bbox="579 1406 1414 1509">• Switzerland is represented by beautiful snow-peaked mountains and green valleys, and no shortages. In the scene when Herberger and one of his players take a walk in the park, life seems idyllic.

Question number	Indicative content
11(a)	<p data-bbox="533 293 1161 327">Der Wald vor lauter Bäumen – Maren Ade</p> <p data-bbox="533 360 1249 394">Students may refer to the following in their answers.</p> <p data-bbox="533 454 1307 584">The relationship between Tina and Melanie is important because it a wish to live in a world that exists only in the imagination (Melanie) and realism (Tina) and between friendship and loneliness.</p> <ul data-bbox="533 611 1401 1653" style="list-style-type: none"> <li data-bbox="533 611 1401 775">• The relationship has a positive start. The chance meeting with Tina in her boutique gives Melanie a lifeline to the human contact that she desperately needs. At first the friendship is mutual. They each have a companion to talk to; they keep each other's keys. <li data-bbox="533 801 1401 965">• The fundamental difference is that Tina already has a large social network and is close to her family. She does not need Melanie. However, Melanie, far from home and alone in a new environment, uses Tina as her only support. Her loneliness drives her to impose herself on Tina's kindness. <li data-bbox="533 992 1401 1245">• Melanie makes several mistakes in the relationship, since she imagines that the friendship is more important than it actually is. She obsesses about her friend, spying on her, making assumptions about her life and forcing herself into Tina's world. She gatecrashes Tina's boutique party. She tells more and more lies in a desperate attempt to retain the friendship. Things come to a head when Melanie tries to help Tina clean out her apartment. <li data-bbox="533 1272 1401 1491">• At first, Tina is pleased to offer friendship. As Melanie's behaviour becomes increasingly obsessive, Tina is bemused. However, when eventually Melanie stops Tobias coming to Tina's birthday party, Tina cuts of the relationship. This highlights the difference in the women's views of their relationship: for Tina it has become all consuming, for Melanie it is casual. <li data-bbox="533 1518 1401 1653">• The relationship highlights the importance of human contact in society. The film makes the point that friendship has to be reciprocal and that individuals need to respect and trust each other.

Question number	Indicative content
11(b)	<p data-bbox="534 257 1161 291">Der Wald vor lauter Bäumen – Maren Ade</p> <p data-bbox="534 324 1249 358">Students may refer to the following in their answers.</p> <p data-bbox="534 392 1396 459">Melanie's life at school mirrors her inability to cope in the wider world.</p> <ul data-bbox="534 492 1404 1579" style="list-style-type: none"> <li data-bbox="534 492 1404 728">• Melanie is unable to read situations correctly to understand what is appropriate. She is full of hope as a teacher in her new school in Karlsruhe. However, her training has not prepared her for the reality of the classroom. Full of idealistic ideas, she makes an inappropriate speech to her new colleagues. This is then mirrored in her behaviour vis-à-vis Tina. <li data-bbox="534 750 1404 952">• Melanie lacks the strength to cope as a teacher. Her attempts to entertain her classes with amusing stories and funny faces serve only to highlight her weakness, and classes soon descend into chaos. She allows herself to be verbally attacked by an angry pupil who has received a poor grade. <li data-bbox="534 974 1404 1176">• Although Melanie's school life is shown in a negative light, there are some redeeming features. She wants to help her pupils; she appears to prepare lessons well at home. However, the film's message is that she will never be able to cope at school until she has sorted out her own personal issues. <li data-bbox="534 1198 1404 1332">• Melanie has both a vulnerable and an arrogant side to her personality. Her colleagues are wary of her. They whisper about her and she feels forced to seek refuge in cloakrooms, hidden from the crowd. <li data-bbox="534 1355 1404 1579">• She is unable to face up to her own shortcomings. Only Torsten tries to help and, in the African restaurant, attempts to share his own experiences as a new teacher. Unfortunately, Melanie, here as in the rest of her life, is unable to discuss her true feelings and the conversation that Torsten tried to instigate reduces her to tears. Ultimately, her personality disorder leads her to desperation.

Question number	Indicative content
12(a)	<p data-bbox="539 257 938 291">Die Welle – Dennis Gansel</p> <p data-bbox="539 324 1257 358">Students may refer to the following in their answers.</p> <p data-bbox="539 392 1385 459">Wenger bears much responsibility for the consequences of the group's following of the Welle movement.</p> <ul data-bbox="539 492 1404 649" style="list-style-type: none"> • Wenger is responsible for the founding of the Welle, as he is the teacher of the group and consequently in charge. At the beginning he has the total trust of the young people because of the friendly relationship he has with them; he takes advantage of this to persuade them to do things. <p data-bbox="539 683 1161 716">The effects resulting from Wenger's character</p> <ul data-bbox="539 750 1412 1265" style="list-style-type: none"> • He has an inferiority complex. His wife is better qualified than he is and he feels he has something to prove. Wenger is motivated to continue to be the centre of attention. • He has never felt in charge before and therefore enjoys this position of authority. • Wenger is naive and irresponsible and is guilty of the events that lead to Tim's death. • He is totally different from the colleagues he has at work, where he feels isolated. He too enjoys being part of a community, which he doesn't have with his colleagues. • He prefers a liberal approach with his students, which could indicate an urge to be liked and accepted. When he disapproves of their actions, he does very little to stop them. <p data-bbox="539 1299 1212 1332">Wenger's actions, as the <i>Welle</i> gets out of control</p> <ul data-bbox="539 1366 1396 1523" style="list-style-type: none"> • Wenger never makes any attempt to stop anything until it is too late. • Wenger is warned about the consequences of continuing by Karo but simply stands by and does nothing.

Question number	Indicative content
12(b)	<p data-bbox="518 257 917 291">Die Welle – Dennis Gansel</p> <p data-bbox="518 324 1236 358">Students may refer to the following in their answers.</p> <p data-bbox="518 392 1380 459">Music, camera angles and language are skilfully used to mirror the action of the film and shows the dynamics between people.</p> <p data-bbox="518 492 598 526">Music</p> <ul data-bbox="518 537 1412 918" style="list-style-type: none"> <li data-bbox="518 537 1412 638">• Music produces a contemporary, modern, youthful atmosphere in the film, e.g. the music is loud, 'techno' music, which creates a dynamic, sometimes aggressive, atmosphere. <li data-bbox="518 660 1412 795">• Music is used to depict the character of Wenger, e.g. he is also shown as listening to 'techno' music which makes him appear young and 'hip' to his pupils. This makes it easier for him to gain the young people's trust. <li data-bbox="518 817 1412 918">• Music creates tension between the various groups, e.g. aggressive sounding music is used during confrontations between the 'Wave' and other groups. <p data-bbox="518 940 782 974">Camera techniques</p> <ul data-bbox="518 985 1412 1467" style="list-style-type: none"> <li data-bbox="518 985 1412 1086">• The underwater scenes show the hidden conflict within the group and that they are not working well as a team; this is not understood by Wenger. <li data-bbox="518 1108 1412 1310">• The camera often films characters from below, so that the viewer has to look up to them. This has the effect of making the characters appear to be in charge or in a position of responsibility, e.g. Tim and his friend who are playing the role of Wenger's bodyguards, and the position of Wenger when he delivers his final speech to the <i>Welle</i>. <li data-bbox="518 1332 1412 1467">• The camera often shows close-ups of characters to highlight certain reactions. These reactions help us to see into the minds of the characters, e.g. the elation on Tim's face or the scorn on Karo's face. <p data-bbox="518 1489 654 1523">Language</p> <ul data-bbox="518 1534 1412 1803" style="list-style-type: none"> <li data-bbox="518 1534 1412 1635">• There is much use of teenage slang as well as a lot of swearing and insulting language. The coarse language mirrors the aggression that the group is beginning to develop. <li data-bbox="518 1657 1412 1803">• The young people use informal language with Wenger, showing the familiarity and trust they have with him. However, they still use the formal address to him which shows that they also respect and look up to him.

Question number	Indicative content
13(a)	<p data-bbox="539 300 1086 327">Good Bye, Lenin! – Wolfgang Becker</p> <p data-bbox="539 360 1254 387">Students may refer to the following in their answers.</p> <p data-bbox="539 421 1150 448">The film has both tragic and comic elements.</p> <p data-bbox="539 481 1393 508">There are different tragic consequences of the political system.</p> <p data-bbox="539 542 871 568">Tragic elements include:</p> <ul data-bbox="539 584 1401 1173" style="list-style-type: none"> <li data-bbox="539 584 1401 712">• impact on families, e.g. the GDR is responsible for the breaking up of the Kerner family, and Christiane’s heart attack is brought about when she realises that Alex does not share her political views <li data-bbox="539 741 1345 804">• the lack of freedom, e.g. the depiction of the violent and oppressive demonstration <li data-bbox="539 833 1382 927">• the collapse of the political system (Wende) has severe consequences for some characters, e.g. the demise of Herr Ganske <li data-bbox="539 956 1398 1019">• it causes people to tell lies and form dishonest relationships, e.g. Christiane lies to her children <li data-bbox="539 1048 1398 1173">• there are also personal tragedies, e.g. Ariane recognises her father at Burger King, but he does not recognise her, and she addresses him in the polite form. Similarly, for Alex when he visits his father’s house. <p data-bbox="539 1202 1374 1265">Comedy is used to lighten the mood of what is a very serious subject.</p> <p data-bbox="539 1281 871 1308">Comic elements include:</p> <ul data-bbox="539 1332 1406 1576" style="list-style-type: none"> <li data-bbox="539 1332 1393 1395">• the attempts made to maintain various lies, e.g. hunting for the gherkins <li data-bbox="539 1424 1377 1487">• the use of visual and verbal comedy, e.g. Werner’s buffoonery and Herr Ganske’s speech at the birthday party <li data-bbox="539 1516 1406 1576">• farcical portrayal of the infiltration of the West, e.g. the Coca Cola poster episode and the statue of Lenin.

Question number	Indicative content
13(b)	<p data-bbox="539 300 1091 327">Good Bye, Lenin! – Wolfgang Becker</p> <p data-bbox="539 360 1254 387">Students may refer to the following in their answers.</p> <p data-bbox="539 427 1369 495">Ostalgie is a longing for all things East German, which are no longer available.</p> <p data-bbox="539 528 1329 595">The older characters tend to be more nostalgic about East Germany.</p> <ul data-bbox="539 629 1398 842" style="list-style-type: none"> <li data-bbox="539 629 1398 696">• Security of employment, e.g. Herr Ganske had an important job in the GDR. <li data-bbox="539 719 1398 786">• Status within society, e.g. Sigmund Jähn becomes a taxi driver, having been a cosmonaut. <li data-bbox="539 808 1398 842">• The old man’s nostalgia about Spreewaldgurken. <p data-bbox="539 864 1390 891">The younger characters are not nostalgic about East Germany.</p> <ul data-bbox="539 931 1390 1267" style="list-style-type: none"> <li data-bbox="539 931 1390 999">• Embracing of new material freedoms, e.g. Ariane buys new clothes and furniture. <li data-bbox="539 1021 1390 1088">• Profiteering, e.g. the two boys who sing for Christiane want to be recompensed. <li data-bbox="539 1111 1390 1178">• Forward thinking in a united Germany, e.g. Alex and Denis work together. <li data-bbox="539 1200 1390 1267">• Alex is ambivalent, e.g. he looks at both East and West critically.

Question number	Indicative content
14(a)	<p data-bbox="539 300 919 327">Lola rennt – Tom Tykwer</p> <p data-bbox="539 360 1254 387">Students may refer to the following in their answers.</p> <p data-bbox="539 427 1398 495">Many of the scenes in the film have a dreamlike quality, due to the nature of the content, or the cinematic techniques used.</p> <ul data-bbox="539 528 1414 1368" style="list-style-type: none"> <li data-bbox="539 528 1414 651">• The scene in the casino has a dreamlike quality. Many aspects of this scene suggest events in a dream, because they are so unlikely, e.g. the win at the roulette table, and the screaming and smashing of the clock when Lola wins. <li data-bbox="539 685 1414 775">• The scenes when Manni and Lola are talking together in bed between the three running sequences have been filmed in a reddish hue and this produces a dreamy atmosphere. <li data-bbox="539 808 1414 931">• Each of the three scenarios in the film moves through a sequence where the camera work suggests going to sleep or waking up, e.g. as the scene moves from Lola’s death to Lola and Manni waking up in bed. <li data-bbox="539 965 1414 1178">• The pace of the film also often suggests a dream because it is sometimes faster than reality and at other times much slower, e.g. the running sequences compared to the death sequences; as the two run out of the supermarket, the action slows up as the two run away, and the shootings of Lola and Manni are shown in slow motion just like a scene from a dream. <li data-bbox="539 1211 1414 1301">• The idea of desperately trying to get somewhere but not being able to, as Lola tries to reach Manni, is suggestive of a dream. <li data-bbox="539 1335 1142 1368">• Lola is trying to save Manni in her dream.

Question number	Indicative content
14(b)	<p data-bbox="539 264 917 293">Lola rennt – Tom Tykwer</p> <p data-bbox="539 327 1252 356">Students may refer to the following in their answers.</p> <p data-bbox="539 389 1244 454">Lola’s relationship with her mother and father is not conventional.</p> <p data-bbox="539 488 734 517">Lola’s mother:</p> <ul data-bbox="539 551 1412 958" style="list-style-type: none"> <li data-bbox="539 551 1412 651">• Lola does not have a very close relationship with her mother, e.g. Lola ignores her mother when running out of the house to help Manni. <li data-bbox="539 678 1412 779">• Her mother does not notice when she runs out of the house in a panic, she ignores her because she is talking on the phone. <li data-bbox="539 804 1412 869">• Lola’s mother is not a good role model and is depicted as slatternly. <li data-bbox="539 893 1412 958">• Lola’s mother is seen drinking to excess, slumped on the sofa watching television in her dressing gown. <p data-bbox="539 992 718 1021">Lola’s father:</p> <ul data-bbox="539 1055 1412 1720" style="list-style-type: none"> <li data-bbox="539 1055 1412 1155">• Lola does not have a close relationship with her father either, e.g. her father is not the first person Lola thinks of to ask for help. <li data-bbox="539 1180 1412 1245">• She imagines her father shaking his head at the idea of being asked for money from her. <li data-bbox="539 1270 1412 1299">• Lola is prepared to sacrifice her father for Manni. <li data-bbox="539 1323 1412 1388">• In the bank scene, Lola is prepared to take her father hostage and threatens him with a gun. <li data-bbox="539 1413 1412 1478">• In the bank scene, the father shows less affection for Lola than he does for the doorman. <li data-bbox="539 1503 1412 1568">• Lola is possibly not his biological daughter, which may explain his lack of affection. <li data-bbox="539 1592 1412 1621">• Lola’s father seems to see Lola as a nuisance. <li data-bbox="539 1646 1412 1711">• Lola is disgusted by her father as he is having a relationship with another woman.

Question number	Indicative content
15(a)	<p data-bbox="533 264 1102 293">Rosenstraße – Margarethe von Trotta</p> <p data-bbox="533 331 1249 360">Students may refer to the following in their answers.</p> <p data-bbox="533 398 1390 499">By comparing attitudes to mixed marriages in the past and the present, the director addresses the issue of mixed marriages and shows what is needed for them to be successful.</p> <ul data-bbox="533 537 1406 1644" style="list-style-type: none"> <li data-bbox="533 537 1406 763">• Mixed marriage is raised positively and negatively as an issue from the beginning of the film. At first, there seem to be no barriers to the marriage of the Jewish Hannah and her Christian fiancé Luis. However, Ruth suddenly and inexplicably wants to stop the marriage after the death of her husband. Only after her experiences in Berlin does Hannah accept that there are difficulties to overcome. <li data-bbox="533 792 1406 1019">• The difficulties that Hannah experiences are mirrored in the story of Lena who has defied her father's wishes by marrying Fabian. The aristocratic father is presented as a cruel, unloving man who rejects his daughter even when she kneels before him to plead for his help. In the face of such antagonism, it seems that mixed marriage is doomed to failure. <li data-bbox="533 1048 1406 1173">• The Rosenstraße protest is staged by 'Aryan' women like Lena with Jewish husbands. The law demands that they divorce or be treated as Jews and therefore face the same fate as their husbands. <li data-bbox="533 1202 1406 1391">• The women's constant demand is that they want their husbands back. They act out of love rather than out of political motivation. Their constancy and devotion is at the heart of the film. Their love for their husbands is so strong that it enables them to show extreme courage, despite being labelled Judenhuren. <li data-bbox="533 1420 1406 1644">• In the final scene, a celebration of a mixed marriage, the director highlights that love can overcome all prejudices. Ruth has given her daughter the ring that she has regained from Lena. Hannah and Luis can be reunited and are married within the Jewish tradition, with all parties accepting the marriage. The director's final message is that mixed marriage can succeed.

Question number	Indicative content
15(b)	<p data-bbox="534 264 1101 291">Rosenstraße – Margarethe von Trotta</p> <p data-bbox="534 331 1252 358">Students may refer to the following in their answers.</p> <p data-bbox="534 398 1364 465">By learning about the Rosenstraße protest, Hannah develops into a strong young woman who can face marriage positively.</p> <ul data-bbox="534 504 1396 1478" style="list-style-type: none"> <li data-bbox="534 504 1364 627">• At the beginning of the film Hannah's passive acceptance that she will marry Luis implies that she is not strong. By marrying Luis whom she loves, she underplays her Jewish heritage. <li data-bbox="534 660 1396 851">• Only when the past is opened up by the chance encounter with Lena's daughter at her father's funeral does she take positive steps to find out more and begins to gain strength by chance. This leads her to Lena in Berlin who is able to tell her the full story of the circumstances surrounding her mother's escape from Nazi Germany. <li data-bbox="534 884 1396 1008">• As the story unfolds, she becomes more active and more emotionally involved. In Berlin, Hannah cuts herself off from Luis as she becomes aware that she cannot move forward in the relationship without having found out the full story. <li data-bbox="534 1041 1396 1288">• The women in the Rosenstraße, most significantly Lena Fischer, are strong role models who question and defy authority even when confronted with machine guns. They manipulate the system to allow them to regain the men they love. They take extraordinary risks despite all odds. Lena goes as far as using her social status, her beauty and her musicianship to enchant Goebbels. By discovering this story, Hannah grows in stature and learns from it. <li data-bbox="534 1321 1396 1478">• At the end of the film, Hannah is able to marry Luis from a position of strength. She embraces her Jewishness in a traditional wedding ceremony. By making a conscious decision here rather than just being drawn into what others might want for her, she has developed into a strong woman.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

General instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

Paper Reference

8GN0/03

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination consists of **two** tasks.
- The tasks **must** be conducted in consecutive order.
- Timing for the speaking assessment:
 - Task 1: 7 to 9 minutes (recommended)
 - Task 2: 5 to 6 minutes (recommended)
 - Total assessment time: 27 to 30 minutes, (12 to 15 minutes of speaking plus 15 minutes' preparation time for both tasks).Recommended timings have been given for each task to enable the student to complete each one in sufficient time to access the full range of assessment criteria for both tasks.
- The preparation time **must** be supervised. It must take place outside of the room with an invigilator. The preparation time must be immediately before the examination time.
- Candidates can make notes of up to a maximum of one side of A4 paper for **both** tasks.
- Candidates may refer to their notes during the assessment.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary, or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimulus at the end of the assessment.
- Any notes made during the preparation time – must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is your responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access all parts of the marking criteria.
- It is the invigilator's responsibility to inform candidates of the two sub-themes from which they can make their choice for Task 2, and for giving them the correct stimulus card based on that choice.

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Task 1

- Task 1 is recommended to last 7 to 9 minutes.
- The candidate is provided with a stimulus card, following the sequence outlined by Pearson (see sequencing grid overleaf), with two texts based on Theme 1.
- During this time:
 - you must ask the four compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
 - you must ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task. These questions should allow the candidate to demonstrate understanding of the cultural and social context by expressing relevant ideas and opinions, and providing relevant exemplification/information. Optional generic questions are provided below to support the teacher-examiner in this part of the task.

Task 2

- Task 2 is recommended to last 5 to 6 minutes.
- The candidate is provided with a choice of two cards on two different sub-themes following the sequence outlined by Pearson, (see sequencing grid overleaf).
- The choice of sub-theme is told to the candidate in English by the invigilator, immediately prior to the start of the preparation time, using the wording for the sub-themes provided on the randomisation grid, e.g. *You may choose 'media' or 'festivals and traditions'.*
- The candidate must not see the contents of either card until s/he has chosen the sub-theme, after which s/he will be given one of the cards.
- The preparation time must begin immediately after the candidate receives the card.

Task 2 part 1

- You must:
 - ask the two compulsory questions in the order they are written. Questions may be repeated, but rephrasing is not allowed.
 - develop the discussion by asking appropriate follow-up questions relating to the subject matter of the stimulus.

Task 2 part 2

- You must broaden the discussion by moving on to any other aspect(s) of the same sub-theme. Questions asked should allow the candidate to demonstrate understanding of the cultural and social context by expressing and justifying relevant ideas and opinions, providing relevant exemplification/information and developing arguments and drawing conclusions. Optional generic questions are provided by Pearson (see below) to support you in this part of the task.

Optional generic questions to promote discussion:

- *Kannst du mir ein Beispiel für... geben?*
- *Warum sagst du das?*
- *Welchen Schluss könnte man aus x ziehen?*
- *Welche Beweise gibt es, die diese Meinung unterstützen?*
- *Warum ist das wichtig/relevant?*
- *Welche Bedeutung hat x?*

In both tasks, candidates are expected to ask questions that elicit opinions as part of the natural discourse and to confirm that their own points of view have been understood. Examples of questions that candidates may ask to achieve this are as follows:

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

Candidates are also expected to take lead in the discussions.

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.

Students will not receive any marks for any conversation that takes place beyond the maximum time allowed.

Sequence of stimulus cards for speaking examination

To avoid duplication of stimuli, candidates must be given the cards in the sequence and combination prescribed below.

If you conduct more than 12 speaking examinations in a day, e.g. in the morning, afternoon and evening sessions, after the 12th candidate start at the beginning of the sequence again.

If you have a break in the examination schedule, e.g. morning break or lunchtime, start the next candidate on next order of the sequence. For example, if candidate 4 conducted their examination before morning break, the next candidate after the morning break would be candidate 5.

If you are conducting examinations on more than one day, start each new day at the beginning of the sequence.

CANDIDATE	STIMULUS CARD TASK 1	STIMULUS CARD TASK 2
Candidate 1	Card 1	Card 7 or 9
Candidate 2	Card 3	Card 8 or 11
Candidate 3	Card 5	Card 7 or 12
Candidate 4	Card 4	Card 10 or 11
Candidate 5	Card 6	Card 9 or 12
Candidate 6	Card 2	Card 8 or 10
Candidate 7	Card 5	Card 7 or 10
Candidate 8	Card 4	Card 10 or 12
Candidate 9	Card 2	Card 9 or 11
Candidate 10	Card 6	Card 8 or 12
Candidate 11	Card 1	Card 7 or 11
Candidate 12	Card 3	Card 8 or 9

Key to Advanced Subsidiary task 2 cards for invigilator

STIMULUS CARD	SUB-THEME (IN ENGLISH)
7 + 8	Music
9 + 10	Media
11 + 12	Festivals and traditions

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS GN1

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Natur und Umwelt

Text 1

Viel Obst wird aus dem Ausland geholt. Wer im Winter Erdbeeren isst, sollte sich über der Obstschüssel eine Rauchwolke aus Abgasen vorstellen, weil sie einige Tausend Kilometer gefahren sind. Die meisten Erdbeeren kommen aus Spanien, wo es in einigen Regionen einen starken Wassermangel gibt. Dazu kommen auch die Abgase der LKWs, die die Früchte nach Deutschland fahren. Die Erdbeeren aus Ägypten oder Südafrika sind auch nicht besser, denn die werden eingeflogen.

Im Sommer sollte man also deutsche Erdbeeren essen – sie schmecken sowieso besser! Und im Winter lieber keine: Man soll doch an die Umwelt denken!

Text 2

Bei allen Fahrzeugen in Deutschland sollte ein Katalysator eingeführt werden, der die gefährlichsten Abgase kontrolliert.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS GN2

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Natur und Umwelt

Text 1

In Münster gibt es elf Recyclinghöfe. Hier werden alle Wertstoffe und Problemabfälle aus Privathaushalten kostenlos angenommen. Nur Bau- und Renovierungsabfälle und Holz (mit der Ausnahme von Möbeln) sind kostenpflichtig. Nicht mehr als drei Kilometer soll der Weg bis zum nächsten Recyclinghof für jede Bürgerin und jeden Bürger sein. Das ist das Ziel des Recyclinghof-Konzepts.

Auf dem Recyclinghof helfen wir Ihnen gern. Aber bitte haben Sie Verständnis dafür, dass unsere Mitarbeiter Ihnen unter Umständen aus medizinischen Gründen nicht beim Heben und Transportieren schwerer Gegenstände behilflich sein können.

Text 2

Recycling schont nicht nur die Ressourcen der Welt, sondern es spart auch große Mengen an Öl und Gas. Es hilft also, die Luftverschmutzung zu reduzieren.

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German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS GN3

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Bildung

Text 1

Kinder sollten auch in den Ferien ihre Schulsachen herausholen. Wenn man 6 Wochen lang nichts macht, wird man faul, und was man in Ruhe lernt, bleibt länger im Kopf. Stressfreies Lernen kann sogar richtig Spaß machen. Man muss nicht allein am Schreibtisch sitzen: draussen im Garten mit Freunden geht es auch. Das muss auch nicht den ganzen Tag dauern – ein paar Stunden vormittags, dann kann man nachmittags immer noch ins Freibad gehen. Kinder können in den Ferien lernen, wofür im Schuljahr keine Zeit war.

Text 2

Schulferien bedeuten Freizeit und Erholung. Kinder sollen die Gelegenheit haben, sich auszuruhen und zu tun, was sie wollen: schwimmen, Tennis spielen, Zeit mit der Familie verbringen.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS GN4

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Bildung

Text 1

Die Fächer des Lehrplans der beiden Schulformen, Gymnasium und Realschule, sind im Großen und Ganzen identisch. Am Gymnasium gibt es oft, was die Wahlfächer der 7. oder 9. Klasse betrifft, eine größere Fächervielfalt. Außerdem wird Latein an den meisten Realschulen nicht gelehrt. Der Unterricht auf dem Gymnasium ist intensiver und umfangreicher als auf der Realschule, vor allem seit der Einführung des 8-jährigen Gymnasiums (G8).

Der größte Unterschied der beiden Schulformen ist jedoch die Abschlussprüfung. Am Gymnasium arbeiten Schüler auf das Abitur hin – für Realschüler ist das Ziel die Mittlere Reife. Wenn sie aber die Mittlere Reife mit guten Noten bestehen, steht der Weg offen, anschließend das Abitur zu machen.

Text 2

Die Gesamtschule bedeutet, dass Schüler mit verschiedenen Begabungen gemeinsam lernen.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS GN5

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Die Welt der Arbeit

Text 1

Thomas saß bedrückt in seinem Zimmer und dachte an seine Arbeit. Er war mit seiner Stelle als Computertechniker nicht sehr zufrieden. Die Stunden waren lang, und er verdiente nicht viel. Er hatte nur genug für seine Miete und das Essen: Alles andere ging auf seine Kreditkarte. Aber die Uni hatte er nicht fertig gemacht, und ihm fehlte die richtige Motivation, einen neuen Job zu suchen. Also blieb er bei seiner alten Arbeit. „Es ist wenigstens eine feste Stelle und, ehrlich gesagt, bin ich zu faul, etwas anderes zu machen“, dachte er sich.

Text 2

Mit Hilfe unserer Stellenangebote finden Sie schnell und einfach einen Job!

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary Paper 3: Speaking

Instructions to the candidate for Task 1

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 1

- Read the **two** texts provided.
- Prepare to summarise the first text and answer questions on both texts.
- You have approximately 7 to 9 minutes discussion time for task 1.
- During this time you must answer:
 - **four** questions posed by the teacher-examiner.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN6

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Die Welt der Arbeit

Text 1

Es gibt viele Angebote für Weiterentwicklung bei der Sparkasse. Dabei spielt es keine Rolle, ob man frisch aus der Schule ist oder schon einige Jahre Berufserfahrung hat. Die Weiterbildung findet nicht nur in der Sparkasse selbst statt – man hat auch die Möglichkeit, an einer der elf regionalen Sparkassen-Akademien oder an der Sparkassen-Hochschule zu lernen.

Was für ein Potenzial da ist, findet man im Gespräch mit seinem Chef heraus. Danach muss man sich nur noch entscheiden, welches Angebot der Sparkassen-Akademien am besten ist: interne Seminare und Workshops, fachliche Weiterbildungen oder ein berufsbegleitendes Studium. Also, jetzt eine Entscheidung treffen!

Text 2

Weiterbildung am Arbeitsplatz garantiert nicht unbedingt bessere Berufschancen.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN1

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Natur und Umwelt

Text 1

Viel Obst wird aus dem Ausland geholt. Wer im Winter Erdbeeren isst, sollte sich über der Obstschüssel eine Rauchwolke aus Abgasen vorstellen, weil sie einige Tausend Kilometer gefahren sind. Die meisten Erdbeeren kommen aus Spanien, wo es in einigen Regionen einen starken Wassermangel gibt. Dazu kommen auch die Abgase der LKWs, die die Früchte nach Deutschland fahren. Die Erdbeeren aus Ägypten oder Südafrika sind auch nicht besser, denn die werden eingeflogen.

Im Sommer sollte man also deutsche Erdbeeren essen – sie schmecken sowieso besser! Und im Winter lieber keine: Man soll doch an die Umwelt denken!

Text 2

Bei allen Fahrzeugen in Deutschland sollte ein Katalysator eingeführt werden, der die gefährlichsten Abgase kontrolliert.

1. Was sind die Hauptideen des ersten Textes?
2. Dem ersten Text nach, welches Problem gibt es in manchen Gebieten in Spanien?
3. Sind Sie mit der Idee im zweiten Text einverstanden? Warum/Warum nicht?
4. Ihrer Meinung nach, tun die Deutschen genug für die Umwelt?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN2

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Natur und Umwelt

Text 1

In Münster gibt es elf Recyclinghöfe. Hier werden alle Wertstoffe und Problemabfälle aus Privathaushalten kostenlos angenommen. Nur Bau- und Renovierungsabfälle und Holz (mit der Ausnahme von Möbeln) sind kostenpflichtig. Nicht mehr als drei Kilometer soll der Weg bis zum nächsten Recyclinghof für jede Bürgerin und jeden Bürger sein. Das ist das Ziel des Recyclinghof-Konzepts.

Auf dem Recyclinghof helfen wir Ihnen gern. Aber bitte haben Sie Verständnis dafür, dass unsere Mitarbeiter Ihnen unter Umständen aus medizinischen Gründen nicht beim Heben und Transportieren schwerer Gegenstände behilflich sein können.

Text 2

Recycling schont nicht nur die Ressourcen der Welt, sondern es spart auch große Mengen an Öl und Gas. Es hilft also, die Luftverschmutzung zu reduzieren.

1. Was sind die Hauptideen des ersten Textes?
2. Für welchen Müll muss man auf dem Recyclinghof bezahlen?
3. Finden Sie Text 1 oder Text 2 interessanter? Warum?
4. Glauben Sie, dass man sich in Deutschland zu viel für Recycling interessiert?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN3

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Bildung

Text 1

Kinder sollten auch in den Ferien ihre Schulsachen herausholen. Wenn man 6 Wochen lang nichts macht, wird man faul, und was man in Ruhe lernt, bleibt länger im Kopf. Stressfreies Lernen kann sogar richtig Spaß machen. Man muss nicht allein am Schreibtisch sitzen: draussen im Garten mit Freunden geht es auch. Das muss auch nicht den ganzen Tag dauern – ein paar Stunden vormittags, dann kann man nachmittags immer noch ins Freibad gehen. Kinder können in den Ferien lernen, wofür im Schuljahr keine Zeit war.

Text 2

Schulferien bedeuten Freizeit und Erholung. Kinder sollen die Gelegenheit haben, sich auszuruhen und zu tun, was sie wollen: schwimmen, Tennis spielen, Zeit mit der Familie verbringen.

1. Was sind die Hauptideen des ersten Textes?
2. Dem ersten Text nach, was ist die Folge vom Nichtstun in den Schulferien?
3. Welche Ideen gefallen Ihnen besser, die in Text 1 oder in Text 2? Warum?
4. Ist das deutsche Schulleben stressig, Ihrer Meinung nach?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN4

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Bildung

Text 1

Die Fächer des Lehrplans der beiden Schulformen, Gymnasium und Realschule, sind im Großen und Ganzen identisch. Am Gymnasium gibt es oft, was die Wahlfächer der 7. oder 9. Klasse betrifft, eine größere Fächervielfalt. Außerdem wird Latein an den meisten Realschulen nicht gelehrt. Der Unterricht auf dem Gymnasium ist intensiver und umfangreicher als auf der Realschule, vor allem seit der Einführung des 8-jährigen Gymnasiums (G8).

Der größte Unterschied der beiden Schulformen ist jedoch die Abschlussprüfung. Am Gymnasium arbeiten Schüler auf das Abitur hin – für Realschüler ist das Ziel die Mittlere Reife. Wenn sie aber die Mittlere Reife mit guten Noten bestehen, steht der Weg offen, anschließend das Abitur zu machen.

Text 2

Die Gesamtschule bedeutet, dass Schüler mit verschiedenen Begabungen gemeinsam lernen.

1. Was sind die Hauptideen des ersten Textes?
2. Was kann man machen, wenn man die Mittlere Reife gut besteht?
3. Sind Sie mit der Idee im zweiten Text einverstanden? Warum/Warum nicht?
4. Ihrer Meinung nach, ist das deutsche Schulsystem gut?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN5

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Die Welt der Arbeit

Text 1

Thomas saß bedrückt in seinem Zimmer und dachte an seine Arbeit. Er war mit seiner Stelle als Computertechniker nicht sehr zufrieden. Die Stunden waren lang, und er verdiente nicht viel. Er hatte nur genug für seine Miete und das Essen: Alles andere ging auf seine Kreditkarte. Aber die Uni hatte er nicht fertig gemacht, und ihm fehlte die richtige Motivation, einen neuen Job zu suchen. Also blieb er bei seiner alten Arbeit. „Es ist wenigstens eine feste Stelle und, ehrlich gesagt, bin ich zu faul, etwas anderes zu machen“, dachte er sich.

Text 2

Mit Hilfe unserer Stellenangebote finden Sie schnell und einfach einen Job!

1. Was sind die Hauptideen des ersten Textes?
2. Was wissen wir über das Studium von Thomas?
3. Vergleichen Sie die Einstellungen gegenüber der Suche nach Arbeit in beiden Texten.
4. Ihrer Meinung nach, wie ist das Arbeitsleben in Deutschland?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 1)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 1 lasts approximately 7 to 9 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion and ask follow-up questions on any other aspect(s) of the sub-theme for the remainder of the task.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN6

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Die Welt der Arbeit

Text 1

Es gibt viele Angebote für Weiterentwicklung bei der Sparkasse. Dabei spielt es keine Rolle, ob man frisch aus der Schule ist oder schon einige Jahre Berufserfahrung hat. Die Weiterbildung findet nicht nur in der Sparkasse selbst statt – man hat auch die Möglichkeit, an einer der elf regionalen Sparkassen-Akademien oder an der Sparkassen-Hochschule zu lernen.

Was für ein Potenzial da ist, findet man im Gespräch mit seinem Chef heraus. Danach muss man sich nur noch entscheiden, welches Angebot der Sparkassen-Akademien am besten ist: interne Seminare und Workshops, fachliche Weiterbildungen oder ein berufsbegleitendes Studium. Also, jetzt eine Entscheidung treffen!

Text 2

Weiterbildung am Arbeitsplatz garantiert nicht unbedingt bessere Berufschancen.

1. Was sind die Hauptideen des ersten Textes?
2. Dem ersten Text nach, wie weiß man, was für ein Potenzial da ist?
3. Sind Sie mit der Idee im zweiten Text einverstanden? Warum/Warum nicht?
4. Deutschland bietet viele Lehrstellen: Ist das eine gute Idee?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN7

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Musik

Klassische Musik hat heute keine große Bedeutung für junge Leute im deutschen Sprachraum.

Gehen Sie auf Folgendes ein:

- Die Meinungen von jungen Leuten im deutschen Sprachraum heute über klassische Musik.
- Der Einfluss von Musikvideos auf junge Leute.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN8

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Musik

Musik mit deutschen Texten ist im deutschen Sprachraum immer noch beliebt.

Gehen Sie auf Folgendes ein:

- Meinungen im deutschen Sprachraum über Musik mit deutschen Texten.
- Wie Musik mit deutschen Texten zur deutschsprachigen Kultur beiträgt.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN9

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Medien

Die Macht der Online-Medien übertrifft die Macht anderer Medien im deutschen Sprachraum.

Gehen Sie auf Folgendes ein:

- Die Popularität der Online-Medien im Vergleich mit anderen Medien im deutschen Sprachraum.
- Entwicklungen in den Online-Medien im deutschen Sprachraum.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN10

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Medien

Deutschsprachiges Fernsehen hat einen großen Einfluss auf die öffentliche Meinung im deutschen Sprachraum.

Gehen Sie auf Folgendes ein:

- Der Einfluss von deutschsprachigem Fernsehen auf die öffentliche Meinung im deutschen Sprachraum.
- Einflussreiche Sendungen im deutschen Sprachraum.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN11

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Rolle von Festen und Traditionen

Traditionelle Feste im deutschen Sprachraum sind für Jung und Alt interessant.

Gehen Sie auf Folgendes ein:

- Gründe warum traditionelle Feste von allen Leuten gern gefeiert werden.
- Warum Kinder besondere Traditionen lieben.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking

Instructions to the candidate for Task 2

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- You have **15 minutes** in total to prepare for Task 1 **and** Task 2.
- You must **not** write on the stimuli.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes on up to a maximum of one side of A4 paper for Task 1 **and** Task 2.

Task 2

- Read the statement provided.
- You have approximately 5 to 6 minutes discussion time for task 2.
- During this time you must answer:
 - **two** questions posed by the teacher-examiner on the statement.
 - follow-up questions on the sub-theme.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS GN12

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Rolle von Festen und Traditionen

Feste im deutschen Sprachraum tragen zur regionalen Identität bei.

Gehen Sie auf Folgendes ein:

- Einstellung der Einheimischen zu regionalen Festen.
- Wie Gemeinschaften von regionalen Festen profitieren.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN7

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Musik

Klassische Musik hat heute keine große Bedeutung für junge Leute im deutschen Sprachraum.

1. Was meinen junge Leute im deutschen Sprachraum heute über klassische Musik?
2. Wie können Musikvideos junge Leute beeinflussen?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

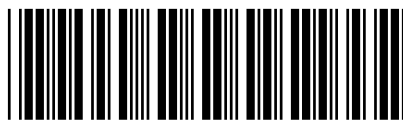
- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN8

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Musik

Musik mit deutschen Texten ist im deutschen Sprachraum immer noch beliebt.

1. Was meinen die Leute im deutschen Sprachraum über Musik mit deutschen Texten?
2. Wie trägt Musik mit deutschen Texten zur deutschsprachigen Kultur bei?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN9

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Medien

Die Macht der Online-Medien übertrifft die Macht anderer Medien im deutschen Sprachraum.

1. Ihrer Meinung nach, sind Online-Medien besonders populär im Vergleich mit anderen Medien im deutschen Sprachraum?
2. Erzählen Sie mir von den Entwicklungen in den Online-Medien im deutschen Sprachraum.

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN10

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Medien

Deutschsprachiges Fernsehen hat einen großen Einfluss auf die öffentliche Meinung im deutschen Sprachraum.

1. Ihrer Meinung nach, hat deutschsprachiges Fernsehen einen großen Einfluss auf die öffentliche Meinung im deutschen Sprachraum?
2. Was für Sendungen sind im deutschen Sprachraum besonders einflussreich?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN11

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Rolle von Festen und Traditionen

Traditionelle Feste im deutschen Sprachraum sind für Jung und Alt interessant.

1. Ihrer Meinung nach, warum werden traditionelle Feste im deutschen Sprachraum von allen Leuten gern gefeiert?
2. Warum interessieren sich Kinder für besondere Traditionen?

Pearson Edexcel Level 3 GCE

German

Advanced Subsidiary

Paper 3: Speaking (Task 2)

Instructions to the teacher-examiner

Sample assessment material for first teaching
September 2016

**Time: 27 to 30 minutes (total), which includes
15 minutes' preparation time**

Paper Reference

8GN0/03

You do not need any other materials.

Instructions

- Task 2 lasts approximately 5 to 6 minutes.
- You must ask the set questions as they are presented. Questions may be repeated but rephrasing is not allowed.
- Candidates must not read out whole, prepared sentences in answer to questions.
- Once you have asked the set questions, you must then broaden the discussion by asking questions on any other aspect(s) of the same sub-theme.
- Optional generic follow-up questions are provided on the 'General instructions to the teacher-examiner' document to support the teacher-examiner with this part of the task.

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PEARSON

STIMULUS GN12

Task 2

Thema: Politische und künstlerische Kultur im deutschen Sprachraum

Die Rolle von Festen und Traditionen

Feste im deutschen Sprachraum tragen zur regionalen Identität bei.

1. Was ist die Einstellung der Einheimischen zu regionalen Festen, Ihrer Meinung nach?
2. Wie profitieren Gemeinschaften von regionalen Festen?

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

The speaking assessment should last between 12 to 15 minutes. The timing of the assessment begins with the candidate's first utterance in relation to Task 1. Once the maximum stipulated assessment time has passed, the teacher-examiner must bring the assessment to a natural end, allowing the candidate to complete their last sentence.

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

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 German 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.

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

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 German 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.

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

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.

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

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

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.

Task 2 (discussion on the Theme Politische und künstlerische 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 German 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.

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.

Task 2 (discussion on the Theme Politische und künstlerische Kultur im deutschen Sprachraum) (continued)

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.

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of relative pronouns
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

Variation in use of grammatical structures and vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

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

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Task 2 (discussion on the Theme Politische und künstlerische Kultur im deutschen Sprachraum) (continued)

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.

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 number	Indicative content
1	<ul style="list-style-type: none">• Much fruit is imported• Importing fruit causes pollution• People should eat local fruit, grown in Germany
2	<ul style="list-style-type: none">• There are water shortages in some regions of Spain
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none">• Yes – because it is important to control dangerous emissions for the sake of the environment• No – because more money should be invested in public transport instead
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Yes:</p> <ul style="list-style-type: none">• They recycle a lot.• Due to pressure from the Green movement, which is very strong and influential in Germany. <p>No:</p> <ul style="list-style-type: none">• They have reinstated coal-mining• The Volkswagen scandal highlights that there are parts of industry where the environment is not considered.

Task 1 stimulus GN2

Question number	Indicative content
1	<ul style="list-style-type: none"> • Munster has eleven free recycling centres for households • The aim is to have a recycling centre within three kilometres of every home • Staff at the recycling centres are not permitted to carry heavy items
2	<ul style="list-style-type: none"> • Building and renovation material and wood
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Text 1 – it gives positive information about recycling facilities • Text 2 – it reminds us of the bigger purpose behind recycling
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Yes:</p> <ul style="list-style-type: none"> • They recycle a lot • The Green movement is very strong and influential in Germany <p>No:</p> <ul style="list-style-type: none"> • We need to protect the environment • We can never do too much.

Task 1 stimulus GN3

Question number	Indicative content
1	<ul style="list-style-type: none"> • Children should do some schoolwork in the holidays • Children learn more/better in a stress free environment • School work can be fun
2	<ul style="list-style-type: none"> • You become lazy
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Yes - I prefer text 1 because in the holidays students should be able to consolidate what they have done in the school year • No - I prefer text 2 because students have worked so hard all year they deserve time to relax
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Yes:</p> <ul style="list-style-type: none"> • There is a lot of pressure to succeed/pressure of 'sitzenbleiben' in German schools • Due to the pressure of continual assessment <p>No:</p> <ul style="list-style-type: none"> • You don't have to wear school uniform so you feel more comfortable • There's more freedom e.g. you attend during lessons only

Task 1 stimulus GN4

Question number	Indicative content
1	<ul style="list-style-type: none"> • Both types of secondary schooling offer a variety of subjects • The 'Gymnasium' is more intensive and wide-ranging than the 'Realschule' • The two types of school have different leaving examinations
2	<ul style="list-style-type: none"> • Take the 'Abitur' examination
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Yes – having students of all abilities in one school leads to equal opportunities • No – children should be segregated according to their ability and learning style
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Yes:</p> <ul style="list-style-type: none"> • The quality of education is high, whichever pathway students take • Students can move from one pathway to another <p>No:</p> <ul style="list-style-type: none"> • Students are selected for a school type too early • It would be simpler to have one school type for all

Task 1 stimulus GN5

Question number	Indicative content
1	<ul style="list-style-type: none"> • Thomas was dissatisfied with his job • He didn't have much money • He had not completed university but was too lazy to re-train
2	<ul style="list-style-type: none"> • He has not finished them
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • On the one hand text 1 states that looking for a job is too much effort. • On the other hand Text 2 suggests that it's quick and easy
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Positive:</p> <ul style="list-style-type: none"> • There are many job opportunities in Germany • Employers invest in structured, long-term training for their workers <p>Negative:</p> <ul style="list-style-type: none"> • Not all Germans appreciate the very formal structure of the workplace, e.g. excessive demands on punctuality.

Task 1 stimulus GN6

Question number	Indicative content
1	<ul style="list-style-type: none"> • The bank offers training opportunities for people with a range of backgrounds • Training takes place at the bank, at an academy or at a college • Trainees have plenty of learning opportunities to choose from
2	<ul style="list-style-type: none"> • By having a conversation with a manager
3	<p>Accept any plausible personal response/opinion with justification, for example:</p> <ul style="list-style-type: none"> • Yes – soft skills are more important than training opportunities • No – it is easier to get ahead in Germany if you have the right training
4	<p>Accept any plausible personal response/opinion with justification, for example:</p> <p>Yes:</p> <ul style="list-style-type: none"> • People have lots of different apprenticeships to choose from • An apprenticeship helps people gain employment <p>No:</p> <ul style="list-style-type: none"> • Apprenticeships take advantage of people • People should be able to find jobs instead of doing apprenticeships

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

Indicative content

- A minority of young German people listen to classical music today, indicating that this part of German culture is losing its significance today. They listen to popular music on radio stations and streaming sites, e.g. BigFM, HitRadio Ö3, Aldi Life Musik.
- The storylines in operas are sometimes remote from young people's lives, while the context and the lyrics of pop songs are more relevant to the issues concerning young people e.g. Summer Cem.
- Popular music tends to have an accompanying entertaining videos, e.g. Youtube.de, whereas young people would have to go to a concert to listen to classical music.
- Young people often prefer to listen to shorter pieces of music, e.g. a Wagner opera is 4.5 hours long, compared to a typical pop song, which is 3 minutes long.

Task 2 stimulus GN8

Indicative content

- Pop songs with German lyrics are very popular in creating or reflecting a sense of national pride, e.g. Andreas Bourani's 'Auf uns' and Helena Fischer's 'Atemlos durch die Nacht' were sung during the World Cup 2014.
- Distinct genres such as Deutsche Hip-Hop with German lyrics reflect the lives of Germans, e.g. Die Fantastischen Vier.
- Music at classical music and opera festivals is usually in German, e.g. Bayreuther Festspiele is always sold out.
- Huge popularity of traditional style German language songs, e.g. 'Drink doch eine met' by Bläckfööss bring German speaking carnival culture to a wider audience.

Task 2 stimulus GN9

Indicative content

- As a modern society, Germany keeps up with current trends in communication, e.g. the internet is more popular than newspapers and magazines in Germany - a 2015 survey on Statistika.de shows that the majority of people in Germany use the internet daily, while only a minority read newspapers and magazines.
- On demand video content is increasing in popularity e.g. some Germans use catch up on ÖRFTVthek, ARDMediathek or stream TV on Netflix.
- Germany is catching up with trends from abroad e.g use of Twitter and Instagram have risen sharply in recent years
- Some German speaking people prefer to use German language sites that they are familiar with e.g. jappy and meinVZ.

Task 2 stimulus GN10

Indicative content

- Political discussion programmes, e.g. Tagesthemen on ARD TV influence public opinion on topical issues such as the refugee policy.
- A large proportion of the German speaking population watch TV news and would be influenced by the viewpoints presented.
- TV influences German speaking people on a regional as well on a national level e.g. ÖRF1 – Austrian national TV, Bayerischer Rundfunk – regional TV for Bavaria. This reflects the strong sense of regional identity within the German-speaking world.
- Soap operas, e.g. GZSZ und Lindenstraße, deal with current issues in German-speaking society, especially those concerning young people.

Task 2 stimulus GN11

Indicative content

- Young and old in German-speaking areas appreciate traditional festivals, e.g. Karneval/Fasching processions in Germany, Austria and Switzerland. Famous festivals, like the Munich Oktoberfest, cater for young and old alike: funfair for the children, drinks tents for the adults.
- Youth groups like supporting the traditions because it gives them a sense of belonging to their communities, e.g. Maibaumaufstellen in Austria.
- Some traditional festivals are aimed specifically at small children, e.g. St Nikolaus in Austria/Germany because they enjoy receiving presents.
- Old people like seeing traditions being maintained, and it gives them the opportunity to socialise with other local people.

Task 2 stimulus GN12

Indicative content

- Festivals in German-speaking areas contribute to a sense of regional identity by reflecting the local way of life, e.g. bringing cattle down from the Alps in Switzerland in the autumn.
- Festivals such as Karneval in Cologne express perceived local characteristics.
- National Christmas markets bring regionally produced goods to a wider market, e.g. the wooden figures from the Erzgebirge.
- Traditional costumes are proudly worn during festivals, e.g. Oktoberfest.

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