



# Edexcel A level German

17BAL05

## Mocks Marking training



# AIMS AND OBJECTIVES

In this session we will:

- Review the assessment requirements of the new specifications for A level German.
- Review the paper structures and new types of questions
- Understand how to apply the mark schemes accurately.
- Review candidate responses to questions and practice applying the mark schemes.
- Look at the support available to help you.

# Session Agenda

Time	Item
9:30-10:00	Welcome – Tea and Coffee
10.00 – 13:00	Paper 1 and Paper 2 – assessment structure and marking principles with marking activities (including a break)
13:00-13:45	Lunch
13:45- 15:30	Paper 3 - assessment structure and marking principles with marking activities
15:30	Plenary and questions



# **Paper 1:**

## **Assessment structure and question types**



# Overview of Paper 1

Paper	Title	Summary of assessment	Timings
Paper 1 40% 80 marks	Listening, reading and translation	<p><b>Section A: Listening (30 marks)</b> A listening assessment based on a recording. Comprehension questions based on a variety of contexts and sources.</p> <p><b>Section B: Reading (30 marks)</b> A reading assessment based on a variety of text types and genres. Comprehension questions.</p> <p><b>Section C: Translation into English (20 marks)</b> An unseen passage to be translated from target language into English.</p>	2 hours Written exam



# Paper 1

## Listening, Reading and Translation into English

Paper	Assessment 2 hours
Section A: Listening comprehension and written summary (30 marks)	<ul style="list-style-type: none"><li>• 4 questions MCQ and open response in target language</li><li>• Q4b assesses student's ability to summarise in target language</li></ul>
Section B: Reading comprehension (30 marks)	<ul style="list-style-type: none"><li>• 5 questions: MCQ and open response</li></ul>
Section C: Translation into English (20 marks)	<ul style="list-style-type: none"><li>• 1 passage in target language (minimum 100 words) to translate into English</li></ul>



# Paper 1: Applying the mark schemes



# Paper 1: Listening, reading and translation

## Listening and Reading:

- MCQ and short response questions. Mark schemes have an 'accept' and a 'reject' column to indicate acceptable responses.
- Candidates who copy out whole sentences in section B will not be awarded marks. There is a requirement to manipulate the language in the text in order to directly answer the questions set.
- Written responses in the wrong language cannot be awarded a mark.

## Translation:

- The MS is broken up into 20 sections.
- Spelling errors that do not lead to ambiguity are tolerated.
- Translation is successful if an English speaker has the same understanding, as somebody who can understand the text in its original language.





# Paper 1 – Marking Principles

- For open ended questions, candidates do not need to write in full sentences.
- For listening and reading questions, candidates may use words from the texts but not transcribe or copy whole sections, which do not directly answer the question.
- Errors and omissions in spellings and grammar will be tolerated as long as the message is not ambiguous and the response communicates sufficiently.
- The order of elements rule applies in Sections A and B.
- See SAMS p. 29 and p.30



# Paper 1 – guidance to examiners

Alternative ways of giving the same answer will be accepted and will be added to the mark scheme at standardisation once live scripts are examined.

See SAMS p 30 for more information



# Training today

We will look at:

- Question 4 (b) – the summary
- Reading Comprehension: questions 7,8 or 9
- Question 10 – the translation into English



# Paper 1 question 4b

- Short answers are acceptable.
- The bullet points do not need to be listed in order
- 3 details for 4 (b) (i) and 3 details for 4 (b) (ii) are required.
- Candidates should try to only write 3 details which match the requirements of the bullet points and not add additional superfluous information. This is a summary task, rather than exercise in transcription.
- The first three elements only will be marked (order of elements applies).



## Paper 1 question 4b

- If candidates write their answers under the bullet points only, then these will be marked
- If the candidate makes notes under the bullet points and then writes their answer in the space (lines) provided, then we will mark what is in the answer space only.
- It is unlikely that a full transcription of the listening text will achieve full marks in this question.



## Activity 1a

### Candidate responses: Paper 1 – 4(b)



# Paper 1 – Reading Comprehension

- Questions 5 and 6: Multiple Choice
- Questions 7-9: Questions and Answers in German



## Mark scheme: questions 7-9

- Information in the mark scheme contains indicative content only.
- Alternative correct responses will also be awarded marks.
- The marking guidance on pages 29 and 30 of the SAMS also applies to this section.





**Activity 1b**  
**Candidate responses:**  
**Paper 1 – Section B reading**  
**Comprehension**



## Paper 1 – Section C - question 10

### The translation into English

#### Marking Principles:

- Spelling errors that do not lead to ambiguity are tolerated.
- Translation is successful if an English speaker has the same understanding, as somebody who can understand the text in its original language.
- If the wrong word order adds ambiguity, then the mark is not awarded.
- Variants on the printed acceptable answers will be considered if they convey the same intended meaning.
- “Alternative Acceptable Answers” and “Rejected Answer” columns are added at standardisation when live scripts are assessed.
- Incorrect capitalisation in English is accepted when it does not cause ambiguity.



# Activity 1c

## Candidate responses:

### Paper 1 – translation



# Extra specimen paper available

Specification and sample assessments (6)

Exam materials (12)

Forms and administration (12)

Teaching and learning materials (39)



1 - 1 of 1

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## Content type

- ☐ All
- ☐ Past training content (5)
- ☐ Video Resources (2)
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- ☐ Course planner (2)
- ☐ Scheme of work (2)
- ☐ Exemplar material (2)
- ☐ Mapping document (3)
- ☐ Teacher support (2)
- ☒ Specimen paper and mark scheme (1)



## Specimen paper and mark scheme



A level Specimen Paper 9GN0/01: Listening, Reading and Translation  
(Issue 3, including audio files)  
| ZIP 8.4 MB | 25 September 2017



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# **Paper 2:**

## **Assessment structure and question types**



# Overview of Paper 2

Paper	Title	Summary of assessment	Timings
Paper 2 30% 120 marks	Written response to works and translation	<p><b>Section A: Translation (20 marks)</b> Translation of an unseen passage from English into target language</p> <p><b>Section B: Written response to works (literary texts) (50 marks)</b> Extended response to either one or two literary texts from the prescribed list</p> <p><b>Section C: Written response to works (films) (50 marks)</b> Extended response to one of the films from the prescribed list. Students who respond to 2 literary texts do not complete section C</p>	2 hours 40 mins  Written exam



# Paper 2

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## Written response to works and translation into Spanish

Paper 2	Assessment 2h 40 mins
Section A: Translation into German 20 marks	<ul style="list-style-type: none"><li>• 1 passage in English (minimum 100 words) to translate into target language</li></ul>
Sections B and C: Written response to works 100 marks – 50 marks for each essay	<ul style="list-style-type: none"><li>• Essay 1: Extended response to a question on a literary work</li><li>• Essay 2: Extended response to a question on a film or a second literary work</li><li>• Choice of 2 questions for each work</li><li>• Recommended word count between 300-350 for each response</li><li>• Candidates must respond to <b>at least one</b> literary work at A level</li></ul>



# Translation

- Points-based mark scheme
- 1 mark for each correct individual section of language
- Marked out of 20
- Marking Principles applied





# Translation: marking principles

- 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 Sturm).
- 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.



# **Candidate response:**

## **Paper 2 – translation**

### **Activity 2a**



## Section B and C: Written Response to Works

- Beantworten Sie ZWEI Fragen – ENTWEDER zwei Fragen von Teil B ODER eine Frage von Teil B UND eine Frage von Teil C. Schreiben Sie 300 – 350 Wörter für jede Frage.



# Marking Principles

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works.

The mark grids are:

- ☐ Critical and analytical response (AO4) (20)
- ☐ Range of grammatical structures and vocabulary (AO3) (20)
- ☐ Accuracy of language (AO3) (10)



## Critical and analytical response (AO4): 20 marks (40%)

This mark grid:

- assesses students' ability to respond critically and analytically to the aspect of the literary work or film outlined in the question.
- To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.



# Language: total of 30 marks (60%)

## **Range of grammatical structures and vocabulary (AO3) (20 marks)**

- assesses students' ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression

## **Accuracy of language (AO3) (10 marks)**

- assesses students' ability to apply grammar and syntax accurately.

For additional guidance, see *Sample Assessment Materials*, pp 68-69



**Candidate response:**  
**Paper 2 – Written response to works**  
**Activity 2 b**



# **Paper 3:**

## **Assessment structure and question types**





# Overview of Paper 3

Paper	Title	Summary of assessment	Timings
Paper 3 30% 72 marks	Speaking	<p><b>Task 1 (discussion on a theme) (30 marks)</b> Discussion of one theme from the specification based on a stimulus containing two different statements.</p> <p><b>Task 2 (42 marks)</b> <b>Part 1 (independent research presentation)</b> Students present a summary of at least two written sources they have used for their research and give a personal response to what they have read</p> <p><b>Part 2 (discussion on independent research)</b> Students answer question on their presentation and have a discussion on their research.</p>	<p>Between 21-23 mins</p> <p>Includes 5 minutes preparation time and 2 minutes formal presentation.</p>



# Paper 3

## Speaking

<b>Assessment Time:</b> <b>Marks:</b>	Task 1 – 6-7 minutes (recommended) plus 5 minutes' preparation time. Task 1 is worth 30 marks in total.
<b>Task 1:</b> <ul style="list-style-type: none"><li>• Spontaneous theme-based discussion based on stimulus card</li><li>• 30 marks</li><li>• 5 minutes preparation</li><li>• 6-7 minutes discussion</li></ul>	<ul style="list-style-type: none"><li>• Candidates are provided with a choice of two stimulus cards on the day of assessment, on two different sub-themes, following a sequence outlined by Pearson. Candidates only see the card after the choice has been made.</li><li>• Stimulus card contains 2 statements (A &amp; B) focusing on different aspects of the selected sub-theme.</li><li>• Candidates select 1 statement from the 2 given on the card.</li><li>• Candidates have 5 minutes' supervised preparation time to consider the stimulus card and may make notes for this task.</li><li>• Candidates tell the TE which statement (A or B) they have selected before the discussion begins.</li></ul>



# Paper 3 Speaking

## Task 1 cont:

- Spontaneous theme-based discussion based on stimulus card
- 30 marks
- 5 minutes preparation
- 6-7 minutes discussion

- There are two parts to the discussion:

**Part 1:** The TE asks the 2 compulsory questions on the card. The candidate leads the discussion and the TE helps to develop the discussion by asking appropriate follow up questions on the sub-theme.

**Part 2:** The TE broadens the discussion to cover other aspects of the overall Theme (at least one other sub-theme should be discussed).

Generic questions provided by Pearson as a guide to the questions the TE should use to help the student to meet the requirements of the assessment criteria, i.e. to elicit examples and information to demonstrate their knowledge and understanding of the cultural and social context and to analyse aspects of the Theme by developing and justifying arguments and forming conclusions.



# Paper 3 Speaking

<b>Assessment Time:</b> <b>Marks:</b>	10-11 minutes (including 2 minutes preparation time) <b>42 Marks total</b>
<b>Task 2</b> <ul style="list-style-type: none"><li>• Presentation and discussion on candidate's independent research project (IRP)</li><li>• 42 marks</li><li>• 10–11 minutes discussion (including 2 minutes presentation)</li></ul>	<p><b>Part 1 (12 marks):</b> The discussion must open with a presentation from the student in which they provide a summary of at least two of the written sources they have used as part of their research, outlining the authors' main points/ideas and giving a personal response to what they have read. The presentation must <b>not</b> exceed two minutes. In this part of the task, students are assessed on their ability to respond in speech to written sources.</p> <p><b>Part 2 (30 marks):</b> The discussion must be broadened out to a wider exploration of the content of the student's presentation and of their research as a whole.</p> <p>The independent research project must <b>not</b> be based on one of the literary works or films studied in paper 2, but can focus on a wider exploration of the author or film-maker of those works studied.</p>



# Paper 3: Speaking

## **Task 1 – discussion on a theme:**

- Marked using three mark grids
  - Knowledge and understanding of society and culture (AO4) – 12 marks
  - Accuracy and range of language (AO3) – 12 marks
  - Interaction (AO1) – 6 marks

## **Task 2, part 1 – independent research presentation:**

- One mark grid is applied to this part of the task.
  - Responding to written language in speech (AO2) – 12 marks

## **Task 2, part 2 – Discussion on independent research**

- Marked using three mark grids
  - Knowledge and understanding of society and culture (AO4) – 12 marks
  - Accuracy and range of language (AO3) – 12 marks
  - Interaction (AO1) – 6 marks



# Task 1 – timing

## Task 1 part 1:

- Task 1 should last between 6 and 7 minutes.
- Students should give succinct answers to Q1 and Q2 which they will have considered in the preparation time.
- Must leave sufficient time for task 1 part 2 (discussion on a theme).
- If Task 1 lasts more than 7 minutes, this could impact on the time available for Task 2.
- Students will not receive any marks for any conversation that takes place beyond 18 minutes (total assessment time for task 1 and 2).
- \* see Spec p.21



# Task 1 - follow on questions

- Task 1 part 1: there must be **at least one** follow-on question relating to the sub-theme of the stimulus card for Task 1 part 1\*
- Task 1 part 2: must move away from the sub-theme of the stimulus card and cover **at least one** other sub theme within the same overall theme.

*E.g If the card is GN3 on “Die Welt der Arbeit”, the discussion could cover any aspects of sub themes “Natur und Umwelt” or “Bildung”*

- NB: If only the sub-theme of the stimulus card is covered in Task 1 (parts 1 and 2) it is unlikely that candidates will reach the top mark band for **Knowledge and Understanding of Society and Culture**

*\* See Specification p.21 and FAQ – question 7 in packs*



## **Task 1** (discussion of a theme)

### **What are suitable follow-on questions?**

- Questions that allow the candidate to demonstrate knowledge of the society and culture of Germany (Themes 1,3,4) and German-speaking countries (Theme 2)
- Questions that encourage students to show analysis and interpretation of the information they are discussing
- Evidence needs to be plausible and conclusions need to be convincing





# Interaction: Task 1 and 2

All elements of the mark grid are weighed up:

- The degree of spontaneity
- The ability to understand and respond to questions
- The degree of prompting required
- The ability to sustain the conversation
- The amount of hesitation
- The use of communication strategies \*
- The ability to take the lead and initiate conversation
- The degree of development of responses
- The degree of natural direct interaction with the teacher: eliciting opinions or checking understanding

*\* see additional guidance in Specification p.30*



**Candidate response:**  
**Paper 3 – Task 1**  
**Activity 3a**



# The independent research project: Guidance for teachers and students

- The projects can be focussed on any aspect of German-speaking society or culture.
- They do not have to relate to one of the Themes in the specification
- The projects from each centre must be independent from each other:

*If more than one student chooses to research the same topic, the teacher must ensure that each student has a different question or statement and therefore an independent focus*

(Specification p23)



## The independent research project: the question or statement

There should be a title which is either a question or a statement:

For example:

Question: Is equality in the German school system impossible to achieve?

Statement: Equality in the German school system is impossible to achieve.

There must not be a group question or statement for whole-class research \*

\* See Specification p. 23



# Task 2, Part 1

## (independent research presentation)

The only mark grid used to assess the presentation is the first mark grid:

### Responding to written language in speech (A02)

This grid is used to assess the student's two-minute presentation **only** \*

- After two minutes the marker will pause the recording and award this mark.
- Any further content will not contribute to the marks awarded for A02
- For guidance on content of Task 2 part 1 – see Sample Assessment Materials (SAMS) p. 199

\* See Specification p. 31



# Task 2, Part 1

## (independent research presentation)

### **What do we mean by a “named written source”?**

The candidate must make clear reference to at least two distinct sources written in German.

These could include newspaper and magazine articles, online written sources, journals, literary texts and any other suitable written source that can be referenced.

However, students can use and refer to other authentic sources they have used in their research during the discussion that follows the presentation. These could include films, television, radio, online audio-visual material and interviews.

The details must be included on the RP3 form.

\* See Specification p. 31



# What is being assessed in the A02 grid?

The elements in the mark grid that are considered in this section are

- Summary skills – content, clarity and coherence.
- Personal reaction to what has been presented in the summary.
- Justification of this personal reaction.



## Task 2, Part 1 (independent research presentation)

### **What is a clear summary?**

- Is it cogent and coherent?
- Is it clear what the student has read?
- Is it clear, to which of the written sources the information pertains?
- Does it include what the candidate deems to be the author's main ideas?

\* See SAMS p 199





## Task 2, Part 2 (discussion on independent research)

The three following mark grids assess the candidate's responses for Task 2 part 2 **only**

- **Knowledge and understanding of society and culture (A04): 12 marks**
- **Accuracy and Range of Language (A03): 12 marks**
- **Interaction (A01): 6 marks**



**Candidate response:**  
**Paper 3 – task 2 (part 1 and 2)**  
**Activity 3b**



# Administration

- When the candidate enters the room, the TE should ask which stimulus card and which statement they have chosen.
- The TE should record the centre name and number, the level of the examination (9GN03) at the start of the recordings.
- The TE should record the name and candidate number of each candidate at the start of the oral, as well as the number of the stimulus card.
- e.g. This is (name), candidate number X, and the stimulus card is X, statement X.

NB: samples used in this training have been anonymised



# Plenary

Over to you!



# Supporting you

## Develop

### Free support:

- Past training content online

### Paid-for support:

- Mocks marking

## Plan

### Free support:

- Course planner
- Schemes of Work
- Getting Started Guide
- Mapping charts
- Student guides

## Teach

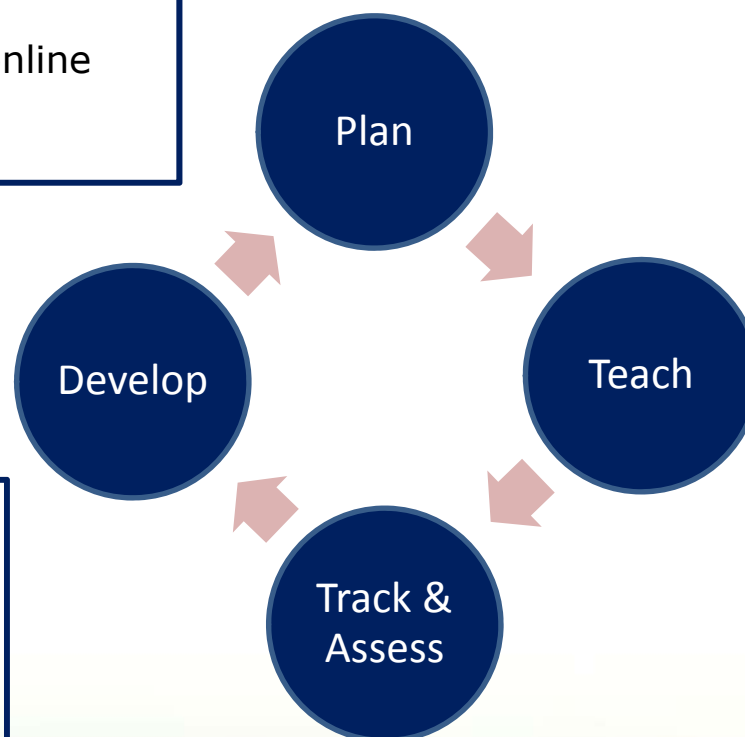
### Free support:

- Guides on approaches to teaching film & literature
- Essay writing support
- How to develop research skills
- How to analyse a text or a film
- List of useful websites
- Ideas for independent research projects

## Track & Assess

### Free support:

- Specimen papers
- Student exemplars
- Video on conducting the speaking assessment
- ResultsPlus





## Contact details



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