

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE
in German (6GN01) Unit 1/1A and 1B

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- **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

General Topic Area: Youth Culture and Concerns

Stimulus Card Number	
1A	Q3: Warum trinken manche Jugendliche so viel, Ihrer Meinung nach?
	the candidates are expected to give examples like the following: Peer pressure, boosts confidence, it tastes nice, drinking games are in, pre drinks before going out
	Q4: Wie kann man Jugendliche vor den Gefahren des Alkohols warnen?
	Schools can do lessons on the dangers of alcohol The government could run ad campaigns Schools could invite people to talk about the dangers of alcohol

Stimulus Card Number	
1B	Q3: Warum konsumieren Jugendliche immer mehr Alkohol?
	Lots of possible answers: peer pressure, it's cool to drink, it's easy to obtain, it tastes nice, etc
	Q4: Wer hat die Verantwortung dafür, Alkoholkonsum unter Jugendlichen zu reduzieren?
	Candidates may mention the following: The parents should educate their children on the safe use of alcohol; The government should ensure that young people can't buy alcohol and that shops don't sell it to young people

Stimulus Card Number	
2A	Q3: Welche Eigenschaften sollten gute Freunde haben und warum?
	There is wide range of possible answers: Trustworthy, loyal, good listener, somebody to share experiences with, honest, should have time for you, should look after you to help you, make you feel good etc.
	Q4: Was ist besser- ein bester Freund oder eine Gruppe von Freunden?
	Some candidates may say that a best friend is better, because you can get really close and share your thoughts, dreams, wishes; spend lots of time with them On the other hand, if you have a group of friends there is always somebody there and you may do different thing with different people. You have more fun in a group

Stimulus Card Number	
2B	Q3: Warum ist es wichtig Freunde zu haben, Ihrer Meinung nach?
	To share ideas and activities For support Loneliness makes you ill
	Q4: Wie gefährlich ist Gruppenzwang?
	Can pressure people into doing things they don't want to do, like smoking, drinking, shoplifting, bullying etc

General Topic Area: Lifestyle: Health and Fitness

Stimulus Card Number	
1A	Q3: Wie kompliziert ist es, wenn ein Familienmitglied sich anders ernährt?
	More effort when food shopping, cooking and storing food in the fridge(vegetarian) More stress on mother to provide meals for everybody
	Q4: Inwiefern ist es moralisch Fleisch zu essen?
	Human beings are meat eaters; we breed animals for food; protein is important for health; meat gives a lot of protein; if animals are kept well it's ok to eat meat. If animals are not kept well it's not ok.

Stimulus Card Number	
1B	Q3: Inwieweit ist es schwierig sich vegetarisch zu ernähren?
	Not difficult: most restaurants offer vegetarian option; food labelling is clearer- animal products are declared Difficult because of people's perception of vegetarian food, i.e. most vegetarians don't eat fish; not as much variety on offer
	Q4: Ist es gesund Fleisch zu essen? Warum oder warum nicht?
	Yes: meat production is well controlled; protein is needed for your health No: too much red meat is bad for you, animal medication might get into food chain; processed meats like burgers are bad for you

Stimulus Card Number	
2A	Q3: Was könnte man tun, damit man regelmäßig gute Laune hat?
	Listen to favourite music Meet with friends Do sports Avoid stress Make time for hobbies
	Q4: Was verursacht Stress, Ihrer Meinung nach?
	Worries about life, job Pressure at work, in family, in relationship Pressure to succeed at school/ in sport Working too much Not being able to say no

Stimulus Card Number	
2B	Q3: Inwieweit ist Humor wichtig im Leben?
	Laughing is good for your health It makes you smile It helps to deal with tricky situations Makes people happier
	Q4: Wie kann man Stress vermeiden?
	Enough sleep Not take on too much work Do exercise Eat healthily Talk about problems Keep in touch with friends

General Topic Area: The World Around Us

Stimulus Card Number	
1A	Q3: Welche Vorteile hat es mit dem Auto in Urlaub zu fahren, Ihrer Meinung nach?
	You have transport at your destination You can take more luggage You are in control

	Q4: Wie stressig können lange Reisen im Allgemeinen sein?
	Tiring, boring Could fall out or argue with fellow travellers Run out of things to do

Stimulus Card Number	
1B	Q3: Welche Nachteile hat es mit dem Auto in Urlaub zu fahren, Ihrer Meinung nach?
	Bad for the environment Exhaust fumes Traffic jams Tiring, boring
	Q4: Wie könnte man die öffentlichen Verkehrsmittel in Ihrer Gegend verbessern?
	Make cheaper, more comfortable, more frequent, more reliable

Stimulus Card Number	
2A	Q3: Wie wichtig ist es alte Sachen zu recyceln?
	Good for the environment Creates less rubbish It saves money
	Q4: Wie kann man beim Einkaufen umweltfreundlicher sein?
	Buy local products, which are in season Use no plastic bags Walk or use bike when shopping

Stimulus Card Number	
2B	Q3: Warum sind manche Leute gegen recycling?
	Too much work; too complicated; don't see the need for it; lazy
	Q4: Wie könnte die Regierung mehr Leute überzeugen zu recyceln?

	Money incentive, advertising campaign, show consequences of not recycling
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General Topic Area: Education and Employment

Stimulus Card Number	
1A	Q3: Was ist bei der Berufswahl wichtig?
	That one enjoys the job; career prospects; money; working conditions
	Q4: Inwiefern ist es vorteilhaft, sein eigener Chef zu sein?
	You are in charge; you decide what to do; you decide how long to work each day, when to have holidays etc.

Stimulus Card Number	
1B	Q3: Inwiefern sind Qualifikationen wichtig für die Berufswelt?
	Better qualifications give you better choices and better jobs You earn more money with better qualifications
	Q4: Ihrer Meinung nach, wie lang sollte ein Arbeitstag dauern und warum?
	Any length the candidate offers, reasons could be to have enough time for hobbies, family etc

Stimulus Card Number	
2A	Q3: Inwieweit sind Prüfungen nötig, Ihrer Meinung nach?

	<p>Answers could include the following: To find out what the student has learnt, to show how much they have learnt, they want to show what they have learnt; it is necessary that in order to have a feeling of success you need to sit a test</p>
	<p>Q4: Nur akademisch begabte Schüler gehen aufs Gymnasium. Wie finden Sie das?</p>
	<p>Ok: all students are of the same standard, they want to learn, they will not get disturbed, they progress faster Not Ok: demoralizing for students who are attending Hauptschule or Realschule</p>

Stimulus Card Number	
2B	<p>Q3: Wie könnten die Schulen Schulstress vermindern?</p>
	<p>Less homework, less emphasis on tests, smaller classes, extra help, understanding teachers, no grades</p>
	<p>Q4: Was halten Sie von privaten Nachhilfestunden?</p>
	<p>Good for the student, gets a chance to go over the material again Not good: expensive; school should provide extra help</p>

Unit 1 Spoken Expression and Response

Assessment Criteria

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2–3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4–5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6–7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2–3	Lexis restricted; operates generally in simple sentences.
4–5	Adequate range of lexis; limited range of structures.
6–7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1	Little spontaneity; cannot develop responses; very reliant on examiner's language.
2–8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.

9–12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13–16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17–20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learned*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.