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Edexcel

Mark Scheme (Results) Summer 2023

Pearson Edexcel GCE
In German (9GN0)
Paper 03: Speaking

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General Marking Guidance

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

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 16 to 18 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.

Discussion on a theme

Three mark grids are applied to task 1:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture mark grid assesses the 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues, themes and cultural and social contexts.

When deciding how to reward an answer, examiners should consult both this mark grid as well as the **AL speaking task 1: indicative content** at the end of the mark scheme, which is associated with each question. Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material.
1-3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may be contradictory; mainly relies on description rather than analysis.
4-6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context.• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.

7-9

- Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context.
- Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.

Marks	Description
10–12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focused on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing 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, arguments, conclusions, are deemed to be those that give the standard, predictable response.

Discussion on a theme (continued)

Accuracy and range of language mark grid

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.

Accuracy and range of language (A03)

Marks	Description
0	No rewardable language.
1-3	<ul style="list-style-type: none">Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally 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 in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication.Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication.Pronunciation and intonation are intelligible though sometimes inaccurate.
7-9	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication.Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication.Pronunciation and intonation are intelligible and mostly accurate.
10-12	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication.Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication.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
- all grammar and structures included in the grammar list that are specific to A Level.

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.

Discussion on a theme (continued)

Interaction mark grid

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.

Interaction (AO1)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation.• Occasionally initiates communication but development 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 for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation.• Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none">• Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation.• Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and 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 constraints 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, Part 1 – Independent research presentation

One mark grid is applied to this part of the task:

responding to written language in speech (AO2).

Responding to written language in speech mark grid

This grid is used to assess the student's two-minute presentation **only**, it is not applied to the discussion that follows the presentation. This mark grid assesses students' ability to understand and respond in speech to written language that is drawn from a variety of sources and to summarise information from written sources in speech. The written sources will be those that students read as part of their independent research and they must refer to at least two named written sources during their presentation.

For guidance on what might be included in an oral presentation and how it may be structured, see **Indicative content for task 2 part 1, independent research presentation** at the end of the mark scheme.

Responding to written language in speech (AO2)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Summary makes limited reference to named written sources, makes generalised comments rather than being focused on authors' main points/ideas.• Gives a personal response with limited justification, loses focus on the written sources, straying into general opinion. <p><i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i></p>
4–6	<ul style="list-style-type: none">• Summary refers to named written sources but lacks clarity or is uneven in its coverage of authors' main points/ideas.• Gives a mostly relevant personal response with occasional justification, some loss of focus on the written sources.
7–9	<ul style="list-style-type: none">• Presents a mostly clear summary of named written sources, generally clear outline of authors' main points/ideas.• Gives a relevant personal response to the written sources supported with some justification.
10–12	<ul style="list-style-type: none">• Presents a clear summary of named written sources, giving a clear outline of authors' main points/ideas.• Gives a convincing personal response to the written sources supported with clear justification.

Additional guidance

Personal response: this is considered to be giving justified opinions, demonstrating engagement with the written sources by making focused comments, giving a reaction to/expressing feelings and thoughts about the written sources.

Task 2, Part 2 – Discussion on independent research

Three mark grids are applied to this part of the task:

- knowledge and understanding of society and culture (AO4)
- accuracy and range of language (AO3)
- interaction (AO1).

The knowledge and understanding of society and culture 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. They are also assessed on their ability to respond critically and analytically to different aspects of the culture and society by selecting relevant material, presenting and justifying points of view, developing arguments, drawing conclusions based on understanding and evaluating issues.

Knowledge and understanding of society and culture (AO4)

Marks	Description
0	No rewardable material
1–3	<ul style="list-style-type: none">• Occasionally relevant, straightforward ideas, mostly generalised, occasionally supported by information/examples/references; frequent loss of focus on the cultural and social context.• Occasional evidence of analysis; points of view are given with limited justification, arguments may be made but not developed, occasionally, leading to straightforward conclusions which may be contradictory; mainly relies on description rather than analysis.
4–6	<ul style="list-style-type: none">• Relevant, straightforward ideas sometimes supported by information/examples/references; some loss of focus on the cultural and social context,• Some analysis of the cultural and social context is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions; relies on description rather than analysis in places.

7-9	<ul style="list-style-type: none"> • Relevant, occasionally perceptive ideas frequently supported by pertinent information/examples/references; focus predominantly maintained on the cultural and social context. • Analysis of cultural and social context demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.
10-12	<ul style="list-style-type: none"> • Relevant, perceptive ideas consistently supported by pertinent information/examples/references; consistently focussed on the cultural and social context. • Analysis of cultural and social context demonstrated by consistently developed and justified arguments and viewpoints, drawing 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, conclusions, arguments are deemed to be those that give the standard, predictable response.

Task 2, Part 2 – Discussion on independent research (continued)
Accuracy and range of language mark grid

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.

Accuracy and range of language (AO3)

Marks	Description
0	No rewardable language
1–3	<ul style="list-style-type: none"> Limited variation in the use of grammatical structures and vocabulary, limited or repetitive use of complex and idiomatic language, occasional variation of expression; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and occasionally 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 in the use of grammatical structures and vocabulary, with use of some repetitive complex and idiomatic language, resulting in some variation of expression; some sequences of articulate communication. Accurate sequences of language, resulting in some coherent speech; sometimes errors occur that hinder clarity of communication. Pronunciation and intonation are intelligible though sometimes inaccurate.
7–9	<ul style="list-style-type: none"> Frequent variation in use of grammatical structures and vocabulary, including examples of complex and idiomatic language, resulting in frequent variation of expression and frequent sequences of articulate communication. Accurate language throughout most of the conversation, resulting in generally coherent speech; errors occur but rarely hinder clarity of communication. Pronunciation and intonation are intelligible and mostly accurate.
10–12	<ul style="list-style-type: none"> Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures and idiomatic language, expressing ideas in a variety of ways, resulting in articulate communication. Accurate language throughout resulting in coherent speech that is immediately understandable; any errors do not hinder clarity of the communication. 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
- all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of 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 definition above) 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 to what they can say, 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, Part 2 – Discussion on independent research (continued)

Interaction mark grid

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.

Interaction (A01)

Marks	Description
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Interacts with occasional spontaneity to some questions and statements but requires frequent prompting; occasionally able to sustain the conversation, using communication strategies if necessary; frequent hesitation. • Occasionally initiates communication but development 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 for extended sections of the conversation, responding mostly with assurance but needing occasional prompting; able to sustain most of the conversation, using communication strategies if necessary; occasional hesitation. • Initiates communication by frequently taking the lead to develop the conversation; elicits points of view/checks for understanding although occasionally at an inappropriate moment.
5–6	<ul style="list-style-type: none"> • Interacts spontaneously throughout, responding with assurance to questions and statements; able to sustain conversation throughout, using communication strategies if necessary; minimal hesitation. • Initiates communication by consistently taking the lead to develop the conversation; elicits points of view/checks for understanding naturally and 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 constraints 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.

AL Task 1 STIMULUS GN1

Statement	Indicative Content
A	<ul style="list-style-type: none">• According to umweltbundesamt.de, traffic in Germany is responsible for higher CO₂ emissions than households and is producing more CO₂ than it did 10 years ago.• On the other hand, the energy industry is a far bigger producer of CO₂, so perhaps this priority for reducing emissions should not focus on motorists.• ADAC.de lists towns and cities which have banned diesel cars in certain areas, along with the fines payable for contravening these bans. This has helped to improve air quality in many cities.• „Abwrackprämien“ have been successful in encouraging motorists to scrap certain cars – for example dw.de reports from a scrap yard in Hamburg – one of the biggest in Europe – a diesel car worth only 1000 € on the open market can be scrapped for 7000 € as part of this scheme.
B	<ul style="list-style-type: none">• Wideblick.blogspot.com reports that Germany is the third biggest producer of CO₂ through travel and that an all-inclusive Mediterranean holiday (the most popular choice amongst Germans) produces 1000kg of CO₂ per person – so perhaps it is a fair criticism.• On the other hand, Germany recycles more plastic waste than the EU average, according to de.eurones.com statistics, so it could be argued that it is unfair to criticise the travel habits of Germans, since they take the responsibility for the environment in other areas.• The longevity of waste sorting schemes and the bottle deposit system may be discussed as indicative of their success.• The growth of organisations such as Atmosfair – founded in 2005 in Germany to offset carbon emissions from flying but now active in 15 countries worldwide – may be discussed.

AL Task 1 STIMULUS GN2

Statement	Indicative Content
A	<ul style="list-style-type: none"> • It is positive for Germany that a high value is placed on vocational education, as according to azubi.de there is a shortage of skilled workers and young people feel encouraged to train for a career in which they will be respected and valued. • On the other hand, Spiegel.de reports that the popularity of vocational training is leading to many young people not being able to find an apprenticeship – in one year over 23,000, due to some vocations being more popular than others. • The range of opportunities offered by the Berufsschulen – the facilities available in the Berufliche Schulzentren – ranging from bakeries and salons to workshops for mechanical engineering – are a positive aspect. • The „Duales System“ of theoretical learning and practical application is also positive, along with the expectation that apprentices will also reach a minimum standard of education in Maths, German and a foreign language.
B	<ul style="list-style-type: none"> • On the one hand, the academic rigour of qualifications such as the Abitur and the minimum expectations that all pupils must fulfil in core subjects for the Realschul- or Hauptschulabschluss, could suggest that German schools provide a high-quality education. • On the other hand, the continued concerns expressed in the German media about Germany’s ranking in international comparison studies such as PISA, may suggest that German schools are in need of improvement. • Private schools in the German system are mostly specialised schools which allow for a different focus than state schools – this may be a religious focus, bilingual setting or educational philosophy, such as “Waldorfschulen” • Private schools in Germany are relatively uncommon although they are gaining in popularity, especially in cities, possibly due to dissatisfaction with early selection in primary school – according to faz.net and zeit.de, the number of pupils has increased – the latter reporting a doubling of pupil numbers in the previous 20 years.

AL Task 1 STIMULUS GN3

Statement	Indicative Content
A	<ul style="list-style-type: none">• Welt.de reports that German productivity is above the European average and morgen.de reports that Germans work shorter hours but are still more productive than workers elsewhere.• There are, however, other strengths of the German labour market, which are considered more important – professional qualifications, strength of the unions and the „Mittelstand“ may be discussed.• Productive workers are important as they will attract foreign companies to Germany.• The high minimum wage in Germany (9.35 € as of January 2020) means that in Germany workers have to be especially productive in order to be able to compete with countries that have lower wage costs.
B	<ul style="list-style-type: none">• The low birth rate (1.5 births per woman) and the introduction of the „Frauenquote“ suggest that it is not easy to combine career and children in Germany.• On the other hand, mothers or fathers can take a career break of up to 3 years per child and have up to 12 days per year off work to care for a sick child under 12, which suggest that there is a lot of support for working parents.• There is an aging population in Germany (life expectancy of over 80 years) so it is important that people feel able to start families without having to compromise on career.• There is a skills shortage in Germany, therefore it is important that having children does not become a further barrier to working.

AL Task 1 STIMULUS GN4

Statement	Indicative Content
A	<ul style="list-style-type: none"> • „Schlager“ music, by artists such as Helene Fischer and also music from artists such as Herbert Grönemeyer who have been part of the music scene for decades could be considered to be old-fashioned • On the other hand, the incorporation of American slang into the German lyrics of artists such as Apache 207 could be considered to be much more modern sounding. • German language music could be considered to be playing an increasingly large role in the lives of young people – as demonstrated by the offiziellecharts.de website. • The boom on the German rap scene is also providing more role models for young people and German-speaking artists are influencing fashion, slang and behaviour amongst youngsters in the German-speaking world.
B	<ul style="list-style-type: none"> • Modern German language music could be said to be a poor export – whilst Capital Bra, Samra, Lea, and Apache 207 are dominating the German charts, they are not very well known outside of the German-speaking world. • On the other hand, classical music has proven to be an excellent export and arguably the best-known composers in the world are from the German-speaking world (Mozart, Beethoven, Händel, Mendelssohn). • Perhaps language plays an important role – the most successful artists on the world stage have either been classical composers of orchestral music, or have sung in English – Sarah Connor, Nena for example. • Uniqueness is important – internationally famous artists and bands from the German-speaking world are often unique or controversial – Rammstein, Kraftwerk, for example.

AL Task 1 STIMULUS GN5

Statement	Indicative Content
A	<ul style="list-style-type: none">• The internet has played a very significant part in the globalisation of the media – as an example, social media apps such as “facebook” and “twitter” for which there are no German-speaking country specific equivalents.• However, these globalised apps still need to exist in a German language format and German news broadcasters and newspapers in traditional or online form, such as faz.de, der Spiegel or Süddeutsche Zeitung all still have prominence in the German-speaking world.• Der Spiegel – the weekly current affairs magazine – is often considered a uniquely German media format.• The relaxed attitude towards strong language, nudity and graphic images is often considered to be a (stereo)typical aspect of the media in the German-speaking world.
B	<ul style="list-style-type: none">• German-speaking television is often criticised as lacking innovation, with imported formats of programmes such as „Ich bin ein Star, holt mich hier raus“ and „Das Perfekte Dinner“ or „Das Supertalent“.• There are, however, original German productions too, such as „4 Blocks“ set in Neukölln and „Dark“.• The range of online and printed news publications could be considered the best aspect – they provide a healthy range of viewpoints and represent different opinions well.• The catch-up services for TV may be mentioned, such as ZDF-Mediathek – they are convenient, easy to use, fit well with busy lifestyles, and current viewing habits.

AL Task 1 STIMULUS GN6

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The statement could be considered in the context of commercialisation of festivals – the marketing of festivals such as Oktoberfest creates a “fear of missing out” and people shun their own local festivals to be part of the action. • Morgenpost.de reports that there are approximately 10,000 regular festivals that take place in Germany alone, which suggests that the traditional festivals are surviving well, even if approximately 2000 have ceased in the last 10 years. • Smaller, local festivals provide a community focus and a common project. • Even a small local „Jahrmarkt“ may have around 200 market stalls and food stands – they provide an outlet for artisans who would not be able to survive economically if there was not a range of different events to travel to and, who would not be able to afford the high pitch fees of the bigger festivals.
B	<ul style="list-style-type: none"> • Elternimnetz.de reports about the positive effects of festivals such as Karneval for families and communities – how the routines and traditions are an important aspect of life. • On the other hand, bento.de ran an online article containing the „Die besten Karneval Hass-Tweets“, demonstrating that Karneval can possibly be a divisive issue. • Underage drinking can be an issue at festivals – as reported by abendblatt.de – police regularly have to return under 16-year-olds to their parents/ guardians for antisocial behaviour. • Security can be an issue – br.de reports of a shortage of security staff, which is threatening the future of festivals. In the article, stricter regulations and increased antisocial behaviour are given as reasons.

AL Task 1 STIMULUS GN7

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Welt.de lists the sectors of the German economy which would no longer be sustainable without foreigners – for example – almost 40% of workers in the meat processing industry are foreign along with 30% of all chefs. • On the other hand, there are areas of daily life in which non-Germans play a comparatively small part – for example – the emergency services (1.5%) and administration of public services (2.1%) • Economic factors provide evidence that immigrants make a positive contribution, for example the contribution made by foreign workers to balancing out the age demographic in Germany. • Welt.de also reports that Germany’s latest „Wirtschaftswunder“ would have ground to a halt without the contributions made by the migrant workforce.
B	<ul style="list-style-type: none"> • There are many economic reasons why it is important for German culture to be open to immigration, for example skills shortages and population demographics. • For many Germans, an open cultural attitude towards immigration is helping to re-define Germany’s identity and create a culture of which people can be proud. • DW.de reports of a „Willkommenskultur in Deutschland“ which has arisen as a response to the arrival of refugees and migrants in Germany, which many may see as an enrichment of German culture. • There are numerous „Multikulti-Feste“ regularly taking place in Germany – searching on the internet produces a long list of local festivals, taking place all over Germany celebrating cultural diversity.

AL Task 1 STIMULUS GN8

Statement	Indicative Content
A	<ul style="list-style-type: none">• Thomas Liebig published a paper called „Dreifach benachteiligt“ which examines the reasons why women find it more difficult than men to integrate into German society.• Religious background and gender inequality in their home countries are given as reasons, as well as a spike in the birth rates which occurs a year after arrival in Germany and provides a barrier to the integration of women.• Language skills can be a universal barrier to integration, as demonstrated by the facts published by bamf.de• The asylum system can be a barrier to integration, which affects all, as those awaiting the results of asylum applications are not normally permitted to begin integration courses in Germany.
B	<ul style="list-style-type: none">• The Bundesamt für Migration und Flüchtlinge, a government agency which exists for the purpose of successful integration, is a sign of how seriously the government takes the issue and an example of good practice.• The money invested into integration – BAMF states that an integration course costs 1365 € per person – also suggests that it is a high priority issue for the German government and a clear example to other countries.• A lack of integration allows a “them and us” attitude to proliferate, which fuels the campaigns of parties such as the AfD.• The cost to the German government of solving social problems caused by a lack of integration – unemployment and ghettoization, for example, is also a reason why integration is so important.

AL Task 1 STIMULUS GN9

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The Merkel government's "open door" policy is clearly at odds with the 52% of Germans who feel that there is too much immigration. There were varied reactions to the Gastarbeiter policy and EU-Expansion. Anti-immigration sentiments also vary greatly by region. • On the other hand, as a greater proportion of Germans than this see immigration as economically necessary, it is difficult to speak of a "general public opinion" as there is no overwhelming anti-immigration consensus amongst the German public. • If members of the German public do not feel understood by the government, extreme parties will gain in popularity – the AfD for example. • There have already been, for example, arson attacks on asylum hostels and Tagesschau.de reported 609 attacks on refugees in one particular 6 month period alone – this is possibly a form of protest by those who feel ignored by the government.
B	<ul style="list-style-type: none"> • It could be argued that the inner peace of Germany has been endangered by Merkel's policy, demonstrated by a rise in anti-immigration protests and groups such as Pegida. However, is protest really a threat to the inner peace of Germany, or is it just exercising freedom of speech? • The idea of responsibility raised by the statement may form an interesting discussion point – would it have been irresponsible for Merkel to have done nothing instead, for example? • The social reaction towards immigration could be described as positive – for example – news images of helpers at Munich Station at the height of the immigration crisis or Germans volunteering to help in reception centres, for example in the Saxon town of Riesa. • A more mixed view may be taken on the social reaction, by mentioning protest groups, extreme parties or hate crimes.

AL Task 1 STIMULUS GN10

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The idea of “all” citizens is important in this statement. The SED leadership certainly did not wish for dissidents to lead a successful and comfortable life, and Stasi prisons such as Hohenschönhausen prove this. • On the other hand, there certainly were many ways, in which the wellbeing of “loyal” citizens clearly was the priority of the state – food subsidies, state housing, guaranteed employment all being examples. • Candidates may discuss the term “democratic” as part of the answer to this question – in the context of the official name of the country or the political system of „demokratischer Zentralismus“ – that democracy existed in name only. • Candidates may raise the issue of the GDR being a “Puppet State” of the Soviet Union and so one could argue that the political system functioned only in Moscow and not in the GDR at all.
B	<ul style="list-style-type: none"> • Candidates may agree that the idea that nobody is hungry, homeless or unemployed and that the workers and farmers are the driving force of the state, is a positive philosophy. • On the other hand, can it be considered appropriate that there was a single, acceptable ideology, dictated by the SED Government and was it morally correct to force a nation to share it? • Candidates may mention Erich Honecker, either in his early role in youth organisations or later, as head of state, Erich Mielke and his influence as Stasi Leader, Margot Honecker’s role as Minister for Education. • The influence of the Soviet Union on the GDR, the Warsaw Pact, the Brezhnev Doctrine, and the RGW all had a considerable influence on the GDR. Marxism-Leninism, the official state ideology, was also central to the decisions of the SED-Leadership.

AL Task 1 STIMULUS GN11

Statement	Indicative Content
A	<ul style="list-style-type: none">• The church provided a haven for dissidents – to be associated with the church in the GDR was a statement of one’s political views. They were also important as the starting location of the „Montagsdemos“ in Leipzig.• The peaceful nature of the revolution could also be attributed to the fact that the roots of political opposition were often strongly associated with the church.• That the GDR would cease to exist one day was perhaps predictable due to Gorbachov’s accession to leadership and the Russian reform, the opening of the Hungarian border and the mass exodus.• The exact date of the fall of the wall was perhaps not predictable, due to the accidental nature of events on the 9th November 1989.
B	<ul style="list-style-type: none">• The events in other countries, such as the USSR, Hungary, the former Czechoslovakia did play a pivotal part in the fall of the GDR as due to these events the SED Regime lost most of the means by which it kept its citizens under control.• Reform in Russia, the events at the German Embassy in Prague, the manipulation of election results are further significant events.• The significance of many events may be discussed – the removal of Erich Honecker as head of state, for example, or the reaction to rigged elections in 1989.• The press conference on the 9th November 1989, in which Günter Schabowski mistakenly declared the commencement of new travel rules, could be considered the deciding factor.

AL Task 1 STIMULUS GN12

Statement	Indicative Content
A	<ul style="list-style-type: none">• A significant number of the 16.43 million population of the former GDR are now citizens of the re-unified German society – it is impossible not to discuss a time period that forms a significant part of so many people’s lives.• On the other hand, continued reference to the „Mauer im Kopf“ could be considered to hold back the development of former East Germany and also have an adverse effect on the inner unity of the country.• The continued movement of young workers from former East Germany to the old federal states – according to Bib.bund.de. – Brandenburg is the only new state to have a positive domestic migration rate.• The stubbornly high unemployment figures in some areas of the former GDR show traces of the former division too – for example, Mecklenburg-Vorpommern.
B	<ul style="list-style-type: none">• It could be considered surprising, as the received perception is that the Former East lags behind the West in most areas and the immediate post-reunification period was a time of turmoil in education which was difficult to overcome.• It could be considered unsurprising as the reunification led to considerable government investment into schools in the former GDR and the better qualifications are a natural result of this.• In many schools, discipline worsened as young East Germans tested new boundaries in an education system which was freed from the influence of the SED-Regime.• Teachers in GDR schools had always been required to demonstrate the utmost loyalty to the SED-State. The lengths to which some teaching staff went led to their swift dismissal in reunified Germany.

