



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In German (9GN03)
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 (A04)

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	<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 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 (A02).

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 (A02)

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"> • There could be discussion about the idea of “often” and/or “false”. Candidates may mention that some claims are wrong, rather than most or that claims may be misleading, or partially correct, rather than simply false. For example, the sustainability of <i>Pfandflaschen</i> is often discussed, without mention of the energy required to make the system work. • <i>verbraucherzentrale.nrw</i> produced an article detailing a number a sustainability issues with products preferred by consumers due to their apparent sustainability. It speaks of the „<i>Greenwashing Effekt</i>”. • There are countless examples of sustainability in everyday life in Germany. <i>Badenova.de</i> gives ten ways in which individuals can live more sustainably, from using your own packaging to creating your own cleaning products. • There are some aspects of daily life, which could be considered not very sustainable – traditional German diet, car use, manufacturing etc.
B	<ul style="list-style-type: none"> • The advantages of renewable energy are the focus of many German media reports, but candidates may choose to analyse the use of the word “perfect” in the statement, which is a very superficial opinion. • There is clear evidence of an understanding of the current limitations of renewable energy e.g. the continued operation of the coal powered plant Datteln 4. Also, the geographical differences in renewable energy use demonstrate limitations. • <i>RND.de</i> reports on the various economic advantages of renewable energy for regions in which new infrastructure such as wind turbines are constructed. <i>Statista.de</i> reports of the number of people employed in the renewable energy sector, with estimates in the region of 500,000.

AL Task 1 STIMULUS GN2

Statement	Indicative Content
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<p>A</p>	<ul style="list-style-type: none"> • Candidates may wish to express their opinions on the extent to which repeating the year may have the same effect on every pupil or focus on the idea that any consequences of repeating the year are automatic and out of the control of those affected. • Both sides of the argument can be exemplified by media reports to some extent. <i>Statistisches Bundesamt</i> reports that approximately 150,000 Germans repeat the year annually, and candidates may cite many examples of prominent Germans who have been amongst them. • The idea of repeating the year is certainly old, if not also old-fashioned. Candidates may mention the abolition of this practice in Hamburg and Berlin, with further states planning to follow, as a sign of its inappropriateness in modern German society. • Surveys of parents and teachers continue to show strong support for the idea of repeating the year, with up to 70% in favour in some studies. This could be offered as support or contradiction to the idea of <i>Sitzenbleiben</i> being old-fashioned.
<p>B</p>	<ul style="list-style-type: none"> • Candidates may take the holistic view that, in general, there is a suitable school for all children in Germany, dependent on their ability, such as <i>Gymnasium, Realschule, Hauptschule or Gesamtschule in states with a binary school system</i> and so agree with the statement to an extent. • Others may take the view that it is not the school type, but the pupil's attitude that secures success, or that certain school types e.g. <i>Hauptschule</i> make success in life less possible. What constitutes a "successful" existence in the German context might also be explored. • There are many examples of good practice which could be adopted from the German education system by others. The best answers will focus on those which seem more unique to Germany - for example, vocational education, separating pupils at the start of their secondary education, the guarantee of further or higher education on completing school. • On a more day-to-day basis - school day timings, earlier starting and finishing times, being allowed to go home in free lessons, pupil accountability, prominence of MFL in the curriculum.

AL Task 1 STIMULUS GN3

Statement	Indicative Content
<p>A</p>	<ul style="list-style-type: none"> • Candidates may agree with the statement, with reference to the stereotypical German work ethic - is it

	<p>simply a presumption based on an old-fashioned stereotype? Can the importance of work ethic be measured in some way? If so, candidates may disagree with the statement.</p> <ul style="list-style-type: none"> • Candidates may find this somewhat of a false choice and explore other options. For example, showing how both are equally important or they may explore the idea that rules at work may help the work ethic – Germany’s high minimum wage and shorter working hours per week, for example. • Analysis of the largest German employers shows great diversity in sectors and economic diversity is one way to ensure future certainty. The attractiveness of work conditions in Germany for foreign workers helps to supply a steady stream of employees. • On the other hand, some areas of the job market continue to have a shortage of workers - particularly sectors such as care, education and construction. The growing and aging population in Germany raises questions about future viability.
B	<ul style="list-style-type: none"> • It is true that the car and electronics industries play a large part in the German economy – Bosch, Siemens, Daimler and VW are all amongst the top 10 largest employers in Germany. Therefore, the statement could be seen as fair, or at least partially so. • On the other hand – also amongst the top 10 are Deutsche Bahn, Deutsche Post and a number of supermarket chains. Therefore, the statement could be seen as potentially rather biased or inaccurate. • There are many possible challenges for German industry: a shortage of workers in key sectors (care, education, construction etc), high labour costs and complicated legislation. • Geographical challenges – East/West Germany, for example, the challenges of balancing out economic differences and attracting new trade.

AL Task 1 STIMULUS GN4

Statement	Indicative Content
A	<ul style="list-style-type: none"> • There are many critics of German-speaking talent shows, such as “<i>Deutschland sucht den Superstar</i>”, which is shown across the German speaking domain or the Austrian based “<i>Starmania</i>”. Contestants mimicking

	<p>of English-speaking artists is criticised, as well as how participants are treated.</p> <ul style="list-style-type: none"> • “Destroyed” as the statement says, may be considered too strong a term. The shows have not wiped out centuries of musical heritage from Germany, Austria and Switzerland. • German language music, such as <i>Schlager</i>, <i>Deutschrapp</i> and <i>Volksmusik</i> play an important role in communicating social issues and traditions and appeal to different age groups and markets. • English language music gives musicians from German speaking backgrounds the chance to attain world fame – such as Sarah Connor and DJ Ötzi.
B	<ul style="list-style-type: none"> • There is potential for social groups to understand each other better through music. Germans of migrant background are well-represented in the German speaking rap scene and are able to communicate their experiences to other German speakers – e.g. <i>RAF Camora</i> from Austria. • On the other hand, there is a tendency for social background to influence music tastes. Therefore, some audiences are targeted in languages other than German. • Classical music, particularly in the Baroque, Classical and Romantic periods, in which composers such as Händel, Haydn, Mozart and Strauss dominated the world music scene was and is particularly successful, mostly due to their legacy. • There are countless aspects that could be seen as particularly successful – Heavy-metal, the large number of live music events, prolific German speaking artists, all with suitable justification.

AL Task 1 STIMULUS GN5

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Candidates may express partial or complete agreement with the statement by referring to disadvantages of digital media. For example, use by the <i>AfD</i> of digital media to spread fake news and populist claims and resultant problems.

	<ul style="list-style-type: none"> • Candidates may disagree partially or completely with reference to specific advantages of digital media: on-demand services such as <i>ZDF Mediathek</i>, or newspaper websites such as <i>Süddeutsche.de</i> which allow access without having to go to a shop. • There are many difficulties faced by producers of printed media in the German-speaking world – popularity e.g. a circulation reduction of 7 million in four years and falling revenues according to <i>statista.de</i>. • Challenges include distribution and environmental issues, although websites such as <i>greenpeace.ch</i> state that there is no definitive answer to the question of whether printed newspapers are worse. Also, the specialist nature of German shops limits the outlets available to producers of printed media, as they are not often sold as a side-line.
B	<ul style="list-style-type: none"> • Candidates may agree with the sentiment of the statement – all major TV channels have an online presence via websites such as <i>ZDF Mediathek</i> and apps such as <i>RTL</i>, so perhaps traditional TV channels are becoming less important. • The statement can be questioned: <i>nobody</i> would care? This is contentious, given that <i>tagesspiegel.de</i> reported that German pensioners watch an average of 335 minutes of TV per day – there must be significant numbers who do care. • Candidates can choose any media form with convincing substantiation. The internet is likely to be a popular choice. There are many articles online describing the internet's influence on the German language, with new verbs such as "<i>googeln</i>". • Candidates may choose to talk about negative influences, such as social media addiction or the spread of fake news, supported with pertinent facts from German-speaking countries - such as the role of social media in right-wing extremism.

AL Task 1 STIMULUS GN6

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The statement could be considered as a true reflection of German society. The commercialisation of Christmas through <i>Weihnachtsmärkte</i> and Easter by large chocolate manufacturers from the German speaking world are evidence of this, along with the readiness with which large numbers of people take part in such commercialism.

	<ul style="list-style-type: none"> • Others may consider it to be untrue, mentioning the traditional attendance of church on important days such as Christmas Eve (over 8 million people in Germany alone, according to <i>ekd.de.</i>). • Some candidates may mention public holidays, with the point that an official day off work and school means that most people are taking part in some way, albeit passively for many, for example, the <i>Tag der deutschen Einheit</i>. • Other candidates may discuss the impossibility of this notion, with specific reference to religious, ethnicity, geographical, linguistic reasons which prevent this from happening.
B	<ul style="list-style-type: none"> • Some candidates may believe this statement to be correct, for example by explaining a festival which they believe to be universal. Alternatively, as all areas in the German-speaking world have traditions and festivals of their own, the idea of celebration unites them, even if the actual festivals are not universally celebrated. • On the other hand, candidates may explain how traditions divide areas of the German-speaking world; there are many distinct regions with strong local identities to prove this and this could be seen as both positive and negative. • Nationally and internationally, organisations such as UNESCO work towards the preservation and protection of local traditions which can be seen on the "<i>Verzeichnis des immateriellen Kulturerbes</i>" for Germany, Austria and Switzerland. • Candidates may explain how local "Gemeinde" work to preserve and promote more specifically celebrated local traditions. On the other hand, points relating to a lack of conservation of tradition, with substantiation, would be equally acceptable as a response.

AL Task 1 STIMULUS GN7

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Candidates may agree that migrants in Germany are securing its future. The younger average age is balancing the population demographic. They fill gaps in the job market from the highest skill level to the lowest, making Germany attractive for business investment. • This is certainly not "<i>unbestritten</i>" as the statement implies. Candidates may choose to mention this and

	<p>explain how, although the statement may be true, it certainly is not undisputed, and why.</p> <ul style="list-style-type: none"> • Migrants in Germany have contributed to the arts – theatre, film, music – for example <i>dw.de</i> has an informative article profiling the most prominent Germans of Turkish origin in multiple fields. • They also contributed to more varied gastronomy – countless “<i>Dönerbuden</i>” und “<i>Eiscafé</i>s” founded and continued through generations of immigration to Germany.
B	<ul style="list-style-type: none"> • Candidates may agree with the statement, as there are a number of advantages of immigration for the German economy and culture e.g: varied gastronomy, intercultural understanding, filling gaps in the job market. • There are a number of location-specific advantages, however. The aging population demographic is more acute in the new federal states – so balancing this is a more important advantage here. Disposable income is higher in cities such as Hamburg and Munich, so cultural advantages are perhaps more valued there. • Effectively channelling immigrants into the areas where they are needed may have played a part in helping the unemployment rate to fall steadily in Germany since 2005, despite EU expansion and the refugee crisis. • On the other hand, worker shortages and surpluses are more acute in some areas than others, both in terms of geography and economic sector, which highlights the need for Germany to ensure a better distribution of new arrivals. The cultural impact also differs hugely; some areas having thriving migrant cultural scenes, whilst in others, this is non-existent.

AL Task 1 STIMULUS GN8

Statement	Indicative Content
A	<ul style="list-style-type: none"> • There is potential for great debate with this issue and many ways to look at it. Administratively, there are frustrations that people want to take part in the courses, but cannot, due to their status. Others are able to take part, but do not. Bureaucratic difficulties lead to staffing shortages. • Candidates may consider the content of the courses – the language element is clearly crucial, but to what extent does arbitrary factual knowledge of history and

	<p>politics aid integration? There are definite advantages and disadvantages to this.</p> <ul style="list-style-type: none"> • More generally speaking, the education system as a whole could be seen to play a supportive role in integration. Extra classes for “<i>Flüchtlingskinder</i>” and support in learning language and culture are provided etc. • It could also be seen as a hindrance to integration, reducing social mobility due to large numbers of foreign children in <i>Hauptschule</i>. The rigid requirements of the <i>Gymnasium</i> mean that some of those with academic potential are not able to realise it.
B	<ul style="list-style-type: none"> • A range of reactions to this statement are to be expected. Flexibility – on whose part? Germans in accepting immigrants? Immigrants in adopting the German way of life? In bureaucratic processes necessary to live and work in Germany? • Germany could be said to have been extremely flexible in its response to the crisis in 2015 due to the 1.2 million refugees that were accepted and more recently, with over 1 million from the Ukraine. The numbers of refugees still awaiting settled status could be a sign of a lack of flexibility on integration, however. • There are many aspects of the issue of “originating country” which could influence the chances of integration. The Turkish community is certainly well established in Germany, but does that aid or hinder integration? • Arguably, Europeans may be more likely to integrate due to cultural similarities. Candidates may discuss the extent to which religion play a part in integration and/or which countries’ qualifications are more readily accepted in Germany to aid smooth transition into the employment market.

AL Task 1 STIMULUS GN9

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Candidates are likely to express whole or partial agreement or disagreement with the statement. Those in agreement may mention the employment of social workers or charity organisations such as <i>caritas.de</i> which work to support asylum seekers on the way to a new, independent life and how basic human rights are ensured. • Those who disagree may mention the conditions of “<i>Asylheime</i>”, temporary homes and right-wing radicals attacking such places, as well as the sometimes extremely long wait for applications for asylum to be

	<p>processed which can be seen as a humanitarian problem.</p> <ul style="list-style-type: none"> • There are many aspects making up the current public opinion on foreigners. Candidates may wish to make distinctions between different political parties, such as <i>AfD</i>, <i>CDU</i>, <i>SPD</i> and how their policies or manifestos influence public opinion. • Candidates may make distinctions between groups of foreigners – <i>Asylbewerber</i>, <i>Aussiedler</i>, <i>Gastarbeiter</i> and explain how public opinion may differ in relation to different groups. The <i>Gastarbeiter</i> are seen by many as part of Germany’s heritage, whilst more recent waves of immigration engender more mixed reactions in Germany.
B	<ul style="list-style-type: none"> • Candidates may agree – seemingly extreme slogans of parties such as the <i>AfD</i> appear freely in the media. Group gatherings of right-wing radicals in towns and at stations are rarely broken up. The “protest vote” reason for voting for right-wing parties is often heard. • On the other hand, freedom of speech must be guaranteed in conjunction with the freedom to feel safe. There is also a cabinet committee, chaired by the <i>Bundeskanzler</i> which aims to combat right-wing extremism. There were anti-right-wing protests organised by the public across Germany in 2024. • The arrival of large numbers of refugees and migrant workers in the last two decades, in areas where economic decline is particularly evident such as parts of the North-West and Eastern Germany are some causes. • Historical causes may be mentioned, such as the re-unification in 1990 or the effectiveness (or not) of denazification in post-war Germany.

AL Task 1 STIMULUS GN10

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Candidates may agree with the statement – minimum wage and food subsidies meant that nobody was hungry, state-owned housing meant that nobody was homeless, so travel was the only thing which most people were denied. This was especially problematic for families divided by the closed borders. • On the other hand, other issues could be seen as worse in the GDR. For example, censorship of the media, human rights breaches, planned economy, lack of democracy. • Candidates may choose to evaluate the pros and cons of Honecker’s leadership style. His focus on increasing prosperity and living standards could be seen as

	<p>successful – many examples may be provided by candidates.</p> <ul style="list-style-type: none"> • The main disadvantage of Honecker’s leadership style was the “carrot and stick” approach – all the positive aspects that he offered were at the expense of basic human rights, and candidates have a wealth of examples to choose from to illustrate this.
B	<ul style="list-style-type: none"> • Candidates may choose to discuss the notion that the actions of the Stasi were regressive, being typical of dictatorship mentality and controlling. • To what extent they dominated daily life is an interesting discussion point. This may have depended on the person concerned – those loyal to the state had less to fear from the Stasi, but were people only loyal due to the threat of the Stasi? • Equality of the sexes is often cited as a progressive element of GDR life. For example, the number of women in full-time employment. Although the “<i>Doppelbelastung</i>” of women that resulted from this is important to consider. • Many other aspects of daily life in the GDR could be seen as forward-thinking – FKK, childcare facilities, sporting achievements. Candidates may also choose to discuss the limitations of these apparently positive aspects.

AL Task 1 STIMULUS GN11

Statement	Indicative Content
A	<ul style="list-style-type: none"> • The citizens of the GDR had lived alongside a highly prosperous consumer society (the FRG) for a number of decades and may have been driven by personal desire for material goods, as well as a desire to see family members freely or travel the world. • On the other hand, banners at protests in 1989 carried slogans such as “<i>Wir bleiben hier</i>”, “<i>Wir sind das Volk</i>”, “<i>Reform statt Massenflucht</i>”, “<i>Freie Wahlen</i>” which all suggest social and ideological reasons for change alongside a sense of loyalty to the DDR. • There are countless people who played an important role, and candidates may mention a particular person with reasons or talk about different possibilities – the explanation, rather than the identity of the person selected is of greater worth.

	<ul style="list-style-type: none"> • Examples could include Mikhail Gorbachev, Günter Schabowski, key people involved in the opening of the Hungarian Border, <i>das Paneuropäische Picknick</i>, the events at the Prague Embassy etc.
B	<ul style="list-style-type: none"> • Discussion of the word "echt", may form part of the candidates' responses. Does "real" mean effective? Large scale? Does it refer to the existence of resistance or its acknowledgement by the authorities? • Possible examples of resistance include the <i>Montagsdemonstrationen</i>, environmental groups in, for example, the heavily polluted city of Leipzig, crowds chanting "Gorbi, Gorbi!" during his state visit to the GDR as a clear message to Honecker. • Candidates may mention a particular aim, which they believe to have been most important – free elections, travel, free press, reform of the state, retaining the GDR as an improved socialist state. • Candidates may choose to explain why it is difficult to choose one main aim, because people had different priorities. Some people did not want any kind of change or reform at all.

AL Task 1 STIMULUS GN12

Statement	Indicative Content
A	<ul style="list-style-type: none"> • Candidates may disagree with the statement – unemployed people in the former GDR receive exactly the same support as their fellow citizens in the old federal states. Unemployment figures are higher in some old states than in some areas of the former GDR – Bremen compared to Brandenburg, for example, suggesting that unemployment in the former East is being combatted. • On average, unemployment does remain higher in the East as a whole, which could be seen as evidence that more needs to be done. Alternatively, the relatively small gap between East and West as a whole could be seen as evidence against the statement. • As a source of well-qualified workers, East Germany could be attractive. According to a recent study – more West German school leavers are moving to the East to study than East German students to the West.

	<ul style="list-style-type: none"> • Equally, many other studies report of a "<i>Fachkräftemangel</i>" in the East, which would make this area less attractive for investors. The conflicting information on the topic could be another reason why investing in the East is not so attractive – there is a level of risk in the unknown.
B	<ul style="list-style-type: none"> • Candidates may offer many reasons why they agree or disagree with this statement. The longer school day, child-care function, free-time activities and summer camps which formed part of East German school life could be seen as advantageous over the West German system. • On the other hand, the ideological influences of the state, compulsory military training lessons and meddling of the secret police in outcomes for students would not have been desirable in reunified Germany. • Did everybody lose? The cost of reunification and the economic and social consequences of reunification could suggest so. The tension between "<i>Jammer-Ossis</i>" and "<i>Besser-Wessis</i>" could suggest that everybody lost out. • Did one side fare better than the other? Investment in the East, or easier transition to the "new Germany" for the West. Did different generations fare better? Men or women? There are many different viewpoints and examples in relation to this issue.

Indicative content for Task 2 part 1, independent research presentation

The example below is presented in written form in order to illustrate what a student might include in their presentation and how it may be structured. The *Comment* column indicates how the presentation meets the content requirements of the assessment criteria in the mark grid *Responding to German written language in speech*. It is not graded.

Independent research question or statement:

Inwieweit ist das grüne Band in Deutschland eine positive Folge der historischen Teilung Deutschlands?

Student presentation (up to 2 minutes)	Comment
<p>Ich möchte über das Grüne Band in Deutschland sprechen. Ich habe zwei Quellen verwendet: den Artikel „Das Grüne Band“ auf der Webseite <i>bpb.de</i> und den Artikel „Lücken im Grünen Band schließen“ auf der Webseite <i>bund.net</i>.</p>	<p>Opening statement indicating topic and names of the two written sources to be summarised in the presentation.</p>
<p>Der erste Artikel erklärt, wie die innerdeutsche Grenze einen Lebensraum für viele Tiere und Pflanzenarten bot, wo sie sich ausbreiten konnten. Dies war möglich, weil die Gebiete am Grenzstreifen nicht für Land- und Forstwirtschaft genutzt wurden und die Natur so ungestört blieb. Nach der Öffnung der Grenze hat die deutsche Regierung langsam den gesamten Grenzstreifen – das Grüne Band – unter Naturschutz gestellt.</p>	<p>Summary of the first written source.</p>
<p>Der zweite Artikel beschreibt, wie wichtig das Grüne Band für die Natur ist und wie viele Löcher es im Band gibt. Ein Projekt versucht, Land innerhalb dieses Biotopgebiets zu kaufen und dann dieses Land wieder natürlich zu gestalten – so wird das Grüne Band lückenlos.</p>	<p>Summary of the second written source.</p>
<p>Ich fand die Erklärungen im ersten Artikel sehr überraschend, denn ich dachte bei der innerdeutschen Grenze immer an den Eisernen Vorhang und die zerstörten menschlichen Verbindungen, aber nie an die Auswirkungen auf die Natur. Der zweite Artikel betont jedoch, wie wichtig es ist, dieses Symbol zu erhalten, und ich stimme dem zu, da ich beim Lesen verstanden habe, dass man bedrohte Arten und biologische Vielfalt in Europa schützen muss. Ich glaube aber, die Bauern wollen ihren Lebensunterhalt nicht verlieren.</p>	<p>Provides a personal reaction to the findings of the two written sources.</p>

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