



Mark Scheme (Results)

Summer 2025

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.

Task 1 (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	• 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	• 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.
10–12	• 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.

Task 1 (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 (AO3)

Marks	Description
0	No rewardable language.
1–3	• 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	• 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	• 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	• 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.

Task 1- 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	• 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	• 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	• 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)

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	- 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. <i>Responses that refer to just one single written source can be awarded a maximum of 3 marks only.</i>
4–6	- 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	- 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	- 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:

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

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	• 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.
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Additional guidance

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Ideas include thoughts, feelings, impressions, opinions.

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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.

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Additional guidance

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- passive voice
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Task 2, Part 2 (Discussion on independent research (continued))

Interaction (AO1)

This mark grid assesses students' ability to interact with the examiner by giving relevant responses based on what they have heard, by initiating communication and eliciting points of view.

Marks	Description
0	No rewardable material.
1–2	- 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.
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- '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 opinion.

Speaking task 1 AL Task 1 STIMULUS GN1

A

Candidates may agree that the car industry shows no respect for the environment, as demonstrated by the emissions scandals or by the types of cars that companies such as BMW, Mercedes, VW and Audi are all renowned for producing – large, prestige, diesel models.

- Candidates may disagree entirely or partially with the statement. “No” respect is rather an absolute term, and there is a lot of evidence, with electric and hybrid models that the car industry does respect the environment to some extent.
- The travel and aviation industry, for example the companies Lufthansa, Eurowings and Tui could all be considered to be environmentally aware, with their carbon offsetting schemes. Lufthansa, in collaboration with ‘Myclimate’, allows passengers to calculate and offset emissions.
- The energy industry in Germany may be described as environmentally aware, Siemens and ABO Wind are among the biggest firms in this sector. Candidates may also say that there aren’t many or any industries that are particularly environmentally aware and exemplify this.

B

Candidates may agree with this statement and explain their reasons. Germans sort their rubbish (gelbe, graue, grüne Tonnen) and return their plastic and glass containers under the “Pfandsystem”.

- Candidates may, however, disagree. “Most Germans” may be hard to prove or evidence. Also, the idea of becoming “more and more” environmentally aware is worthy of discussion – is there much evidence of new household initiatives or increasing environmental awareness?
- A survey carried out by Statista.com places air pollution at the top of the list of biggest environmental problems in Germany, according to the participants. Excessive packaging and emissions feature prominently too.
- Reliance on imported energy could be considered an environmental problem, as the emergency solution to cope with shortages is currently to re-open coal powered plants rather than expand and invest more in renewables.

AL Task 1 STIMULUS GN2

A

- Candidates may express agreement, disagreement, surprise or understanding of the statement. German students pay barely any fees for university, have free access to public transport and can access financial support through BAföG.
- On the other hand, rent and living costs still must be paid and the majority of these costs are covered privately. Those from less privileged backgrounds or those studying in expensive cities may well have money worries.
- There are many differences between universities in Germany. Overcrowding is more likely to be an issue in some universities than others. There are also different types of institutions, such as Fachhochschulen and Technische Universitäten as well as the more traditionally academic universities.
- Some universities are considered better than others – those often at the top of the ranking list include LMU and TU München, Heidelberg and Humboldt.

B

- Candidates may agree with this statement. Organisation of enrolment, examinations, timetabling and course components in Germany are very much the responsibility of the students. Start and finish dates and course duration are not fixed. Many courses and exams run on a “first come, first served” basis.
- Pastoral care and excessive bureaucracy are also frequently criticised by students at German universities, particularly those who have experienced other systems. On the other hand, candidates may disagree with the statement and explain why.
- Is there a “typical” student experience? This may be explored. Candidates may also mention typical features of student life in Germany. Many students work part time. People spend a long time at university in Germany and may enjoy a slower pace of life.
- Social life often centres around the “Mensa”. Accommodation may be discussed, such as “Studenten - WGs”. The long semester holidays in spring time, which many students use to travel may be mentioned. Many students also earn money by giving “Nachhilfe” to others.

AL Task 1 STIMULUS GN3

A

- Candidates may agree with this statement. The stereotypical image of working life in Germany certainly supports this. It is often remarked that small talk and office gossip is avoided. People focus on work, in order to enjoy more free time, so social life and work life are separate.
- On the other hand, is this just a stereotype? Candidates may explain how this statement can't be true. People are friendly and work closely together, so inevitably friendships develop in the work place.
- Working conditions could be considered to be positive. There is a relatively short working week, generous holiday allowance and public holidays, "Gleitzeit" and supportive maternity / paternity leave arrangements.
- Shops being closed on Sundays helps with work / life balance. The minimum wage could be considered to be positive, along with other salary related benefits, such as "Weihnachtsgeld" or the "13. Gehalt".

B

- Candidates may agree with this statement. Certainly more recently there has been an increase in "Homeoffice" work and an increasing reliance on online meetings and information sharing.
- Candidates may discuss whether working life is *constantly* changing – can this actually be true? Many jobs have remained the same over time to a large extent, and whilst technology changes, the basics of many jobs are actually the same as they always were.
- There are many laws that protect against poor working conditions. There are maximum hours and minimum rest periods. Minimum wage and laws on equality also ensure that everybody can enjoy basic guaranteed conditions.
- "Gewerkschaften" are generally active and vocal in the work place. People are often members and enjoy the support of their representatives to voice concerns. People can also easily keep themselves informed of their rights through the "Bundesministerium für Arbeit und Soziales" government department web page.

AL Task 1 STIMULUS GN4

A

- Candidates may agree with this statement. The relatively low international demand for music from the German speaking world means that record labels are unlikely to sign and promote artists. There is also a trend amongst young people to view music videos primarily through online streaming sites.
- On the other hand, there are still music shops, music shows on TV, live music and festivals, concerts, which all form part of the music industry. Candidates may also mention other websites, apps or social media platforms which they prefer for accessing music, such as TikTok, Spotify and iTunes and their popularity in the German speaking world.
- Candidates may mention trends from the past or present. They may mention the increase in popularity of learning an instrument in the German speaking world. They may mention the increasing prevalence of "Deutschrap" artists.
- Past trends could include Techno music, "Schlager" music, die "Neue Deutsche Welle". It is expected that candidates would be able to mention a trend and be able to give key information about the music and prominent artists and bands.

B

- Candidates may agree with the statement. There could be considered to be relatively few successful German speaking artists, depending on how "successful" is measured. If measured as global success, then yes, perhaps the statement is true.
- On the other hand, there are prominent and successful artists who sing in German. Artists like Helene Fischer frequently sell out arenas. Rappers, who produce German language tracks are also enjoying success.
- Candidates have a broad range of relevant information to choose from for their answer. They may choose to go back in history and talk about the evolution of classical music through the various periods and the predominance of German speaking composers such as Händel, Mozart, Beethoven, Strauss through the baroque, classical, romantic up to 20th Century periods.
- They may talk about how new genres have developed or how older genres have decreased in popularity. They may talk about changes to the ways, in which people access music or the changing nature of live music or the advent of casting shows with relevant examples from the German speaking world.

AL Task 1 STIMULUS GN5

A

- Candidates may agree with the statement. Young people spend a lot of time on social media and in some cases, perhaps this is the only media they regularly access. YouTubers, such as “LeFloid” and “MrWissen2go” have certainly shown the potential of social media for informing young people about politics.
- On the other hand, is it the *best* way for young people to take an interest in politics? Information on social media is not always real or reliable. Fake news is a potentially dangerous issue and it is known that extreme parties, such as the AfD exploit social media to reach their audience.
- More recently, especially due to the pandemic, older people, who perhaps may not have taken an interest in social media have come to rely on it more. Support networks and neighbourhood groups such as “nebenan.de” have been highly valuable to many.
- Keeping in touch with family and friends has also been an advantage for older people. Video calling platforms, which all of the major social networks offer, have seen an increase of older users in the German speaking world.

B

- Candidates may agree with this statement. There are certainly examples of the media having a negative effect on society. Tabloids, such as “die BILD-Zeitung” can be divisive and provocative. Social media helps to spread fake news. Some political parties, such as the AfD exploit the media.
- Candidates may question the idea of balance in the statement. Is the impact on society more often negative? Is it only sometimes negative? They may qualify their opinions with examples of the positive influence of the media on society.
- The relationship between the people and the media is constantly changing and developing. More recent times have seen a reliance on all kinds of digital media, from Online Streaming services for entertainment, such as ZDF Mediathek, RTL or VOX.
- Social media has also grown in importance. Forty million Germans regularly use social media, according to a recent survey. Candidates may explain why certain groups, who would normally have not engaged with social media, have felt the need to do so in recent times. Candidates may comment on the pandemic and how social restrictions have emphasised the reliance of the German speaking world on the media.

AL Task 1 STIMULUS GN6

A

- Candidates may agree with this statement and explain their reasons. For example, many traditions are church based and is this reflective of current habits in German speaking countries? Some traditions bring problems – for example, the environmental impact of fireworks on “Silvester”.
- Candidates may disagree. How can traditions simply be banned? Traditions survive due to their popularity and the willingness of people to celebrate them in line with their own personal preferences and views. Why would something that people value, simply be forgotten?
- Candidates may choose anything, which in their view is a tradition in the German speaking world and explain its positive impact. For example, the positive impact of Christmas, which encourages kindness and togetherness and the positive aspects of associated activities such as the “Weihnachtsmärkte”.
- Candidates may choose to talk about traditions from abroad, which have become assimilated into the German speaking world and how these help to promote tolerance and understanding of the multi-cultural society.

B

- Candidates may agree with the statement. There is little evidence that festivals celebrated in Germany are deliberately exclusive of anybody. The notion of celebration is positive and anybody is welcome to join in.
- On the other hand, even though nobody is directly excluded, people may feel that they cannot celebrate some festivals. Different groups in the society have different attitudes towards food, drink, dress and activities that take place at festivals and candidates may provide examples of this to justify their opinions.
- Regional differences play an important role in traditions in the German speaking world. Austria, Bavaria, NRW, Rheinland-Pfalz and Baden-Wuerttemberg, for example, have a stronger Catholic influence than other areas. Berlin has a larger number of people with migrant backgrounds, who may celebrate in different ways.
- Geography plays a role in traditions too – Alpine horns are not found on the Baltic coast for example. Many traditions developed from daily life and necessities and the varied landscape of the German speaking world has given rise to different regional traditions.

AL Task 1 STIMULUS GN7

A

- Candidates may agree with this statement. It is easy to see many positive contributions to German culture through immigration. Gastronomy, film, theatre, visual arts all provide clear examples of how people arriving from other countries have contributed to the culture of modern Germany.
- On the other hand, candidates may question whether these contributions are easy to see. Other than "Dönerbuden", can everybody in Germany provide examples of positive contributions to German culture? Is everybody in Germany open to seeing the positive contributions that are evident?
- There are many possible answers to this. Candidates may focus on areas of need within society and explain the positive impact of immigration here. Shortages of key workers and ageing population are examples of issues that have been improved through immigration.
- Candidates may choose to focus on the cultural aspects of society. Films such as "Almanya" or "Willkommen bei den Hartmanns" have helped to improve tolerance and intercultural understanding. In the Music world the award-winning rap video "Aber" has also had a positive effect on the culture.

B

- Candidates may agree with this statement, perhaps explaining the positive contributions of "Gastarbeiter" to the economy from the 1950s. Or candidates may cite more recent waves of immigration to substantiate their agreement with this statement, for example, the EU expansion of the events in 2016.
- On the other hand, candidates may disagree with the statement. Is the entire Germany economy functioning only because of workers from abroad? Are just some key areas reliant on this? Faced with the scenario of zero immigration, would the German economy not just adapt in other ways and find other solutions?
- There are many issues that could be alleviated in Germany through immigration. STEM (MINT) areas of the economy are suffering currently with a shortage of skilled workers and the care professions are also currently understaffed.
- Shrinking populations in certain areas of the country and the associated decline in public services and investment could be reversed through further immigration. Candidates may also discuss the limitations of these solutions.

AL Task 1 STIMULUS GN8

A

- Candidates may agree with this statement. There are certainly anti-discrimination laws in Germany and it would not go unnoticed if any organisations, businesses or communities actively and openly excluded anybody with a migrant background.
- On the other hand, candidates may disagree. Officially, in Germany, you cannot be excluded on the basis of your ethnic background. Does this mean that it is the case everywhere? There are areas in Germany which certainly have a reputation for being less open to foreigners. To what extent this is actually true, may be something that candidates explore in their answers.
- There are differences of religion, not only between those with an ethnically German background and those arriving from elsewhere, but also amongst the different groups of people who move to Germany. For example, those who move to Germany from Syria may practise a different type of Islam than those from north Africa.
- Germany welcomes immigrants from a vast range of geographical locations. This means that within the immigrant population, there could be countless languages spoken, various religions represented. Somebody arriving from Poland or Spain is likely to have a very different experience of integrating into German society than somebody arriving from the Middle East.

B

- Candidates may agree with this statement. The Federal government decides on the rules for immigration and grants asylum. Therefore, it should take sole responsibility to ensure that those people arriving in Germany are able to integrate and assist them in doing so.
- On the other hand, can or should they take *sole* responsibility? This could be seen as an unrealistic notion. Also, integration is unlikely to be successful if all stakeholders do not play an active role. Is integration really something that can be “done” to people?
- There are reports of discrimination on the property market – WDR ran a recent article, in which the problems of people with non-German sounding names or foreign accents struggled to secure rental contracts in Cologne.
- There are reports of discrimination in the job market – Mediendienst.de cites numerous studies, which show that people from abroad are less likely to receive a positive reply to a job application. It also has information about discrimination in the education system and how frequently discrimination happens in Germany.

AL Task 1 STIMULUS GN9

A

- Candidates may disagree with this statement. If it is true, how were recent high-profile right-wing attacks able to happen? The “Bundesamt für Verfassungsschutz” also provides detailed statistics on a number of right-wing extremist related issues, demonstrating that it is certainly present in society.
- On the other hand, candidates may agree. In a free democracy, extremism will always be present, but attacks and violence are relatively infrequent and there are parliamentary rules and controls in place to prevent extremism from getting out of control.
- Dissatisfaction is a contributing factor in right-wing radicalisation. This may be caused by unemployment or lack of prospects. It may also explain the higher chances of Eastern Germans becoming right-wing radicals compared to Western Germans.
- Exploitation of the media could also be a contributing factor. Online media can target vulnerable or angry people with provocative and populist slogans. This has certainly been a tactic of parties such as the AfD.

B

- Candidates may agree with this statement. The purpose of Germany's asylum system is to provide safety and protection to those who need it. Compared to the situation that asylum seekers have had to leave, Germany most probably does feel far safer.
- Candidates may choose to focus on incidents, in which asylum seekers in Germany have been made to feel unsafe or have been attacked in order to substantiate their disagreement with this statement.
- The BAMF offers integration courses to asylum seekers with good prospects of being granted permission to stay in Germany. This is helpful, as they can begin their new lives with at least the basic language skills and cultural understanding of Germany that they will need in order to be able to fully integrate.
- The “Integrationsgesetz” has made access to work and education easier for those granted asylum in Germany. Other government initiatives include the network “Unternehmen integrieren Flüchtlinge”, which is a network of over 2500 German firms who work together to assist refugees in finding employment.

AL Task 1 STIMULUS GN10

A

- Candidates may agree with this statement – there are certainly numerous companies from the West, which treated the GDR as a “Billiglohnland” or companies, which exploited East German economics and politics in other ways for their own gains.
- Candidates may question the notion of “often” in their answers – whilst exploitation certainly happened, was it prevalent? They may disagree with the statement and conclude that the East exploited the West – for example, by selling political prisoners for Western money to prop up the economy of the GDR.
- There were certainly waves of heightened hostility giving way to greater détente during the period of division. Ulbricht was clearly against any major cooperation with the West, whilst Honecker sought international recognition for the GDR and recognised that some form of working relationship with the West would be necessary for this.
- Candidates may choose to focus on particular moments of tension – the tank confrontation at Checkpoint Charlie or Kennedy’s speech, for example, which certainly demonstrated strained relations between East and West.

B

- Candidates may disagree with this statement. It could be argued that most people in the GDR enjoyed a comfortable life, in terms of basic needs and necessities. Living standards were comparatively high for Eastern Bloc states. Furthermore, contact with the West could sometimes be the cause of heightened surveillance and negatively affect one’s future prospects.
- On the other hand, contact with the West did bring benefits. “Westpakete” were, of course, an enormous benefit of having contacts in the Federal Republic. Visits from Western relatives were also comparatively far easier. Whether this was significant enough to have a significant impact on daily life is, however, questionable.
- Travel to the West was, of course, one of the most heavily restricted aspects of life in the GDR. The political elite certainly enjoyed relative freedom in this respect, as did top sportsmen and women and some performers. These groups of people were very likely to have been considered highly politically reliable, however, otherwise their careers would not have progressed to these levels.
- For “normal” people, it was certainly more difficult, but not necessarily impossible. Family events often meant that people were granted permission to travel, normally not entire families though and also with the threat of severe consequences for others if they did not return. Pensioners could leave relatively freely.

AL Task 1 STIMULUS GN11

A

- Given the potential for violence, due to the extent of Stasi surveillance and the size of the NVA, it could be considered to be a miracle that the “Wende” was a peaceful revolution. Therefore, candidates may agree with this statement.
- Candidates may disagree that it was peaceful – there was certainly considerable violence at the protests on the 40th Anniversary of the GDR in East Berlin, even if no shots were fired. Candidates may also disagree, as Gorbachev had repealed the Brezhnev Doctrine and so the threat of Russian intervention was greatly diminished. The presence of Western media may also have influenced the SED not to resort to violence.
- Günter Schabowski was to address the country at a live press conference on the evening of 9th November to announce new laws on travel. He was not, however, fully briefed and mistakenly told the nation that they were free to travel to the West immediately.
- The border guards were not aware of the change in travel restrictions, but the sheer pressure on crossings, such as at Bornholmerstraße forced them to open the border. There was celebration and a jubilant atmosphere. Interestingly, most East Germans who crossed the border that night did, however, return straight home.

B

- Candidates may agree with this statement. Events at the Hungarian border in Summer 1989, as well as at the West German Embassy in Prague that year certainly show that many East Germans were prepared to leave the country.
- On the other hand, if “leave” is implied on a permanent basis, then perhaps not. Many East Germans simply wanted the right to travel and were prepared to return to their homes, lives and jobs. The “Wir bleiben hier” slogans on the demonstration banners certainly support this view.
- Transmission of footage from the various “Montagsdemonstrationen” by the Western media certainly contributed to the pressure on the SED to make changes to its regime. Although Western media were banned from reporting from Leipzig, footage was recorded and smuggled out, then viewed by many East Germans illegally.
- The fact that the mistake, which caused the wall to fall, occurred at a press conference, is also an important aspect of the role of the media in this period of German history. The obvious differences between the Western Media’s and the GDR Media’s coverage of events also fuelled the dissatisfaction amongst the GDR citizens.

AL Task 1 STIMULUS GN12

A

- Candidates may focus on the areas of the former GDR, in which unemployment is indeed no longer a pressing issue. In Sachsen and Thüringen, for example, there are excellent employment rates and the rate for the entire territory of the former GDR is now at 6.8% compared to 5% for the old states. This is not a remarkable difference, particularly compared to previous statistics.
- On the other hand, there are areas in the former GDR, where unemployment rates remain stubbornly high, such as Mecklenburg-Vorpommern. Nonetheless, the most pressing issue of high unemployment continues to be in the Western state of Bremen / Bremerhaven.
- In the immediate years after re-unification, those reaching the end of their working lives were highly likely to be unemployed, as re-training was not viable and their jobs and work places simply ceased to exist.
- In more recent times, it could be argued that those more likely to be unemployed in the former East Germany are likely to be so for the same reasons as those who are unemployed in the West. Those who lack qualifications or the right training for their local job market are likely to find it difficult to find employment.

B

- Candidates may agree with this statement. Unemployment is slightly lower in the West as a whole and average earnings are higher.
- On the other hand, "most" people would not be able to find a better life, as this would not be a sustainable prospect. Higher earnings are also balanced out by higher living costs. Some areas of the old federal states, particularly some in Nord-Rhein-Westfalen and Saarland also have considerably worse prospects than many in the former GDR.
- There are many consequences of migration to the West for the area, which made up the former GDR. So called "brain drain" initiates a vicious circle of a lack of investment and resultant increases in unemployment.
- Public services, such as health and social care also become unsustainable due to a lack of staff and higher per-head costs when facilities are needed by fewer people. This causes a decline in the quality of health and social care for the region in question.

Indicative content for task 2 part 1, independent research presentation

The example below is presented in written form in order to demonstrate what a student

might include in their presentation and how it may be structured. The *Comment* column

demonstrates how the presentation meets the requirements of the assessment criteria in the mark grid *Responding to written language in speech*.

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
Ich möchte über das Grüne Band in Deutschland sprechen. Ich habe zwei Quellen verwendet: den Artikel „Das Grüne Band“ auf der Webseite bpb.de und den Artikel „Lücken im Grünen Band schließen“ auf der Webseite bund.net.	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
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.	Summary of the first written source.
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.	Summary of the second written source.
Ich fand die Erklärungen im ersten Artikel sehr überraschend, den 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. Man muss bedrohte Arten und biologische Vielfalt in Europa schützen. Ich glaube aber, die Bauern wollen ihren Lebensunterhalt nicht verlieren.	Provides a personal reaction to the findings of the two written sources.

Other examples of possible questions/ statements for the Independent Research Project are:

- Wie erfolgreich ist die Integration der Migranten in die deutsche Gesellschaft?
- Der Fall der Berliner Mauer aus westdeutscher Perspektive.

