GradeMax



Mark Scheme (Results)

Summer 2017

Pearson Edexcel International Advanced Level
In German Advanced Subsidiary (WGN02) Unit 2
Understanding and Written Response



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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.

SECTION A

Question Number	Answer	Mark
1 (a)	**B**	**(1)**

Question Number	Answer	Mark
1 (b)	**B**	**(1)**

Question Number	Answer	Mark
1 (c)	**A**	**(1)**

Question Number	Answer	Mark
1 (d)	**B**	**(1)**

Question Number	Answer	Mark
2 (a)	**D**	**(1)**

Question Number	Answer	Mark
2 (b)	**B**	**(1)**

Question Number	Answer	Mark
2 (c)	**A**	**(1)**

Question Number	Answer	Mark
2 (d)	**C**	**(1)**

Question Number	Answer	Mark
3 (a)	erneuerbare	**(1)**

Question Number	Answer	Mark
3 (b)	Emissionen	**(1)**

Question Number	Answer	Mark
3 (c)	besprechen	**(1)**

Question Number	Answer	Mark
3 (d)	Unterstützung	**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (a)	• Sie wissen nicht, was sie beruflich machen wollen (1) und • ein freies Jahr kann [bei der Berufswahl] helfen (1)	Es hilft ihnen zu entscheiden, was sie später beruflich machen wollen (2)		**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (b)	**Any two** • Er will sich für andere Leute engagieren (1) • Er macht ein FSJ / arbeitet freiwillig (in einem Flüchtlingsheim in Deutschland)(1) • anstatt einer Weltreise zu machen (1)	Er hat sich für eine FSJ beworben (1).		**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	**Any one** • (Relativ / sehr) erfolgreich – hat anderen Menschen geholfen (1) • (Sehr) erfolgreich, er hat viel gelernt. • (Sehr) erfolgreich, er hat seinen Horizont erweitert.	Accept any judgement on the success of the year which follows from what Steffen says, with justification.		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	**Any one** • Sie will etwas Sinnvolles nach dem Studium machen (1) • Sie will ihre Biologiekenntnisse vertiefen (1)	Um ihr Fachwissen zu verbessern. Fachkenntnisse Sachkenntnisse		**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	• Meistens freut sie sich darauf (1) • Sie hat ein bisschen Angst vor dem fremden Leben. (1)			**(2)**

SECTION B

Question Number	Answer	Mark
5 (a)	A	**(1)**

Question Number	Answer	Mark
5 (b)	A	**(1)**

Question Number	Answer	Mark
5 (c)	D	**(1)**

Question Number	Answer	Mark
5 (d)	D	**(1)**

Question Number	Answer	Mark
5 (e)	B	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (a)	Man lädt ein Video hoch (1), in dem man ganz still steht (1).			**(2)**

Question Number	Answer	Accept	Reject	Mark
6 (b)	Sich bewegen / niesen / blinzeln			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	Sie heben /hoben/ halten/ hielten Gewichte (hoch)			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	Um wie Promis zu sein / weil es Spaß macht	Weil Prominente es machen (Um zu zeigen), dass man die aktuellen Trends mitmacht.		**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (a)	• Früher war die Rollenverteilung traditionell. (1) • Jetzt sind Männer und Frauen eher gleichberechtigt. (1) Answers must show change / contrast.			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	**Any two** • Arbeiten / Geld verdienen (1) • Eine Rolle im alltäglichen Leben des Kindes spielen (1) • Kinder erziehen (1)			**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	**<u>Any one</u>** • Sie baden das Baby. (1) • Sie lesen den Kleinen eine Geschichte vor. (1) • Sie hören sich die Sorgen ihrer Söhne und Töchter an. (1) • Sie arbeiten weniger, um mehr Zeit mit ihren Kindern zu verbringen.			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	Es ist wichtig für die Entwicklung der Kinder. (1)			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	• Der Chef / Boss wird Böse. • Die Arbeitschancen werden reduziert. • Männer verpassen zu viel bei der Arbeit. • Sie werden vielleicht nicht befördert.			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (f)	**Any two** • Väter und Mütter können Elternzeit nehmen. (1) • Flexible Elternzeit (1) • Elterngeld auch für Väter (1)	Plural verb used with Regierung, eg Sie geben Elterngeld.		**(2)**

Question Number	Answer	Accept	Reject	Mark
7 (g)	• <u>Sie machen sich Sorgen um ihre Karriere. (1)</u>			**(1)**

Question Number	<u>Answer</u>	Accept	**Reject**	**Mark**
8 (a)	ist			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (b)	ihren			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (c)	wird /würde			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (d)	wichtiger			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (e)	deutschen			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (f)	viele			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (g)	gegangen			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (h)	Problemen			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (i)	einem			**(1)**

Question Number	Answer	Accept	Reject	Mark
8 (j)	ändern			**(1)**

SECTION C

Question Number	Content and communication (AO1)
9	The candidate should have referred to the following bullet points: • Ob Sie studieren oder eine Ausbildung machen wollen und warum. • Wie nützlich Ihre bisherige Erfahrung ist. • Wie wichtig es für junge Leute ist, finanziell unabhängig zu sein. • Wie Sie sich Ihre berufliche Zukunft vorstellen. Reasons for studying might include: • Enjoying academic work • Passion for a subject • Wanting the status of a degree • Wanting a better paid job in the long term Reasons for doing an apprenticeship might include: • Enjoying practical tasks • Wanting to get out into the world • Wanting to make a start with a career • Wanting to be economically independent sooner rather than later Usefulness of previous experience could include: • Not very useful, because not directly applicable • Not very useful because it's just low paid, low skill work • Useful because you develop transferrable employability skills • Useful because you get used to working in a team Importance of being financially independent could include: • It is important because paying your own way is important to your self-esteem. • It is important because it is good for young people to contribute to the family and to learn about money. • Financial independence now is less important than making a bigger contribution later. • When you are young you have more freedom not to care about money. How I see my professional career could include: • Specific jobs or careers • Characteristics of the job or career, such as creativity or using mathematics, even if the job is not specified. • Consideration of parenthood. • Consideration of the relative importance of career and other interests such as travelling, making, etc. Accept any reasonable responses.
Mark	Descriptor
0	• No rewardable material.
1–4	• The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.

	• The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
5–8	• The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. • The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
9–12	• The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. • The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
13–16	• The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. • The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
17–20	• The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. • The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Question Number	Quality of language (AO2)
9	
Level	Descriptor
0	• No rewardable material.
1–4	• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. • Lexis and grammar may not be accurate, with a high degree of repetition.
5–8	• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. • Lexis and grammar are occasionally accurate.
9–12	• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. • Good control of basic language, but there may be errors particularly with more complex structures/lexis.
13–16	• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. • Only occasional lapses in lexical and grammatical control.
17–20	• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. • Very good control/accuracy with very few errors.

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