GradeMax



Mark Scheme (Results)

January 2018

Pearson Edexcel International Advance Level In German (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.

Question Number	Answer	Mark
1 (a)	D	1
1 (b)	D	1
1 (c)	B	1
1 (d)	A	1

Question Number	Answer	Mark
2 (a)	D	1
2 (b)	B	1
2 (c)	C	1
2 (d)	B	1

Question Number	Answer	Mark
3 (a)	Gemeinschaft	1
3 (b)	einschränken	1
3 (c)	Jugendliche	1
3 (d)	einsehen	1

Question Number	Answer	Accept	Reject	Mark
4(a)	Er hat andere Berufe / Ausbildungen probiert Er wusste nicht, was er machen wollte Er hat die Ausbildungen zum Elektrotechniker und Tischler nicht gemocht. **Any two**			2
4(b)	Er arbeitet gern mit Stein (1) Er mag lernen, was andere nicht lernen (1) **Any one**			1
4(c)	Die Fassaden der Häuser Die Arbeit, die hinter den Fassaden der Häuser steckt. **Any one**			1

Question Number	Answer	Accept	Reject	Mark
4(d)	Durch eine Fernsehsendung			1
4(e)	Er wollte, dass Lydia mehr Geld verdient als er (selbst).	Accept any reasonable explanation		1
4(f)	Sie plant relativ gut (1), weil sie … Plus one of: …einen Plan B hat. (1) …gezielte Informationen hat (Trachtenschuhe. (1) …relevante Informationen hat. (1)	Accept any reasonable answer backed up by evidence from the text.		2

Question Number	Answer	Mark
5 (a)	C	1
5 (b)	A	1
5 (c)	C	1
5 (d)	C	1
5 (e)	B	1

Question Number	Answer	Accept	Reject	Mark
6 (a)	Sie sind nach Konzerten lautstark durch die Straßen gegangen	Sie haben gegen Eltern und Gesellschaft rebelliert. (But not if also in (b))		1
6 (b)	Protest gegen Eltern / Gesellschaft	Sie wollten ihre Gefühle ausdrücken		1
6 (c)	Sie fanden es schlecht			1
6 (d)	Für die Halbstarken war die Mode Ausdruck von Widerstand / Kultur (1) Jetzt ist es nur eine Frage der Mode / des Looks (1).	Any two relevant details.		2

Question Number	Answer	Accept	Reject	Mark
7(a)	Weil Schokolade glücklich, gesund und schlank machen soll.			1
7(b)	Sie enthält ganz viel Fett (1) Sie enthält ganz viel Zucker (1) **Any two**			2
7(c)	Ein Journalist / Arte hat eine Studie manipuliert. (1) Die Medien haben nicht genug Fragen gestellt / haben nicht genug nachgedacht. (1) **Any two**			2

Question Number	Answer	Accept	Reject	Mark
7(d)	Weil sie schlechte Methoden benutzen (1) Weil sie falsch interpretiert werden. (1) Weil die Medien dramatisieren (ohne zu denken) (1) **Any two**	Accept reasonable variants.		2
7(e)	Schokolade kann das Risiko vermindern, einen Herzanfall zu haben. (1) Aber nicht ganz / nur in kleinen Mengen gesund. (1)			2
7(f)	Nein - sie wissen noch nicht, ob Schokolade uns glücklich macht.			1

Question Number	Answer	Mark
8(a)	einen	1
8(b)	geworfen	1
8(c)	ausgebeutet	1
8(d)	sind	1
8(e)	ihre	1
8(f)	isst	1
8(g)	anderen	1
8(h)	einige	1
8(i)	etabliert	1
8(j)	fairem	1

Question	Content and communication (AO1)
9	The candidate should have referred to the following bullet points: • Wie sich Ihr Internetverhalten von dem der Schweizer Jugend unterscheidet. • Welchen Rat Sie Sie Jugendlichen in Bezug auf das Internet geben würden. • Warum soziale Netzwerke so attraktiv sind. • Ob Jugendliche die neuen Technologien hauptsächlich positiv benutzen. Indicative content: • I am much more careful than Swiss young people about personal information on my social media profiles. • Like the Swiss young people, I do put photos of friends and family online, but I have ensured that my profile is only visible to friends and family. • I also use the internet for my homework. • I would advise young people in Switzerland to use appropriate privacy settings. They should also be careful about putting information online which would help to locate them in real life, because some people use social media for unpleasant purposes. • Social networks are attractive because they help to connect you with other people. You also get instant feedback in terms of likes. • Young people do use new technologies in many positive ways, such as for homework or making friends in different cultures. • However, young people also use new technologies for bullying, interactive violent games and plagiarism, which are not so positive.
Level	
0	No rewardable material.
Level 1 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.
Level 2 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.
Level 3 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.
Level 4 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.
Level 5 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	Quality of language (AO3)
9	
Level	Mark Descriptor
0	No rewardable language.
Level 1 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.
Level 2 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.
Level 3 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.
Level 4 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.
Level 5 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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