GradeMax



Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level (WGN02) German 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 and 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	Answer	Mark
1 (a)	B	1
1 (b)	A	1
1 (c)	A	1
1 (d)	D	1

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

Question	Answer	Mark
3 (a)	leicht	1
3 (b)	langsam	1
3 (c)	später	1
3 (d)	kann	1

Question	Answer	Accept	Reject	Mark
4(a)	Wegen der lärmenden / rücksichtslosen Menschen (1) Wegen der Insekten (1) Wegen des muffigen Zeltes (1) **Any ONE**			1
4(b)	Sie findet überfüllte, laute Campingplätze <u>auch</u> problematisch (1) **AND** Aber das Wichtigste ist einen ruhigen Ort zum Zelten **OR** Aber sie findet zelten entspannender als ein Wellness-Hotel (1)	For both marks, there must be a reference to agreeing / disagreeing. This could be as simple as 'also'. Any two points which show that she <u>also</u> dislikes overcrowded, noisy campsites, but contrasts this with one of the benefits.		2
4(c)	Lärmende Gäste / Frauenclique Der Lieferbetrieb			2
4(d)	Harte Luftmatratzen (1) Dreckige Toiletten (1) Dosenfutter (1) **Any two**			2
4(e)	Mit besserer Ausrüstung (1) Mit der Auswahl eines Urlaubsortes (außerhalb des Massentourismus) (1) **Either ONE**			1

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

Question	Answer	Accept	Reject	Mark
6 (a)	Leute wechseln (oft) Job / Partner (1) Man hat vielleicht keine eigene Familie (1) **Either ONE**			1
6 (b)	Sie wissen, wer wir wirklich sind (1) Sie unterstützen uns im Leben (1)			2
6 (c)	Weil man sich nicht so gut / nicht persönlich kennt (1)	Anonymität im Internet		1
6 (d)	Man verliert (vielleicht) den Kontakt (1)			1

Q	Answer	Accept	Reject	Mark
7(a)	Dass der Rhein jetzt sauber(er) ist (1) Dass die Anstrengungen erfolgreich waren (1) **Any ONE**			1
7(b)	Er schützt Gewässer			1
7(c)	Aus stark besiedelten Gebieten (1) Aus anderen Flüssen (1)		Plastiktüte Fleece-Textilien Reinigungsmitteln	2
7(d)	Überschwemmungen (1) Besonders viel Plastik im Rhein (1)	Mehr Verschmutzung		2
7(e)	Kleidung / Fleece-Textilien (1) Reinigungsmittel(1)		Haushaltsprodukte	2
7(f)	Weil man sie nicht herausfiltern kann			1
7(g)	Dass man Produkte mit Plastikpartikeln erkennen / vermeiden kann (1)			1

Question 8	Answer	Mark
(a)	biologisch	1
(b)	wird	1
(c)	Probleme	1
(d)	winzigen	1
(e)	ist	1
(f)	verpflichtet	1
(g)	harmlose	1
(h)	soll / sollte	1
(i)	den	1
(j)	dem	1

Section C

Question	Content and communication (AO2)
9	The candidate should have referred to the following bullet points: • which aspects of the Sophie-Scholl School they find impressive and why. • how pupils in their school can work together with school management. • to what extent independent learning is positive. • whether computers are absolutely necessary for school education. Indicative content: Candidates may comment on what pupils might gain from being involved in the management of the school through class duties and the class council. They may comment on the independent learning, the positive interactions between pupils and teachers, or on the use of new technologies in the classroom. Candidates may suggest, for example, what school councils can achieve in their schools, or how student groups can propose projects or energy saving measures to management. They might mention pupil-run behaviour management initiatives. Candidates may discuss that, when it is well-run, independent learning is extremely effective at letting young people follow their own interests and develop thinking, reasoning, reflection and teamwork skills. When it is badly run, however, young people can end up out of their depth, confused, uncertain how to proceed and misbehaving instead of learning. Candidates may consider that computers can provide a distraction to learning, but they may also consider that the modern world runs on computers, so young people need to learn how to use them. Exactly how much they should be used as a tool rather than books and paper could be debated.

Question	Content and communication (AO2)
9	
Level	Mark Descriptor
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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