GradeMax



Mark Scheme (Results)

Summer 2019

Pearson Edexcel International International Advanced Level
In German (WGN02) Paper 01

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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)	**The only correct answer is D**	**(1)**

Question Number	Answer	Mark
1 (b)	**The only correct answer is C**	**(1)**

Question Number	Answer	Mark
1 (c)	**The only correct answer is B**	**(1)**

Question Number	Answer	Mark
1 (d)	**The only correct answer is A**	**(1)**

Question Number	Answer	Mark
2 (a)	**The only correct answer is C**	**(1)**

Question Number	Answer	Mark
2 (b)	**The only correct answer is B**	**(1)**

Question Number	Answer	Mark
2 (c)	**The only correct answer is B**	**(1)**

Question Number	Answer	Mark
2 (d)	**The only correct answer is D**	**(1)**

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

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

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

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

Question Number	Answer	Accept	Reject	Mark
4 (a)	Popstars und Supermodels sind Teil des Lebens (1) Aber Popstars und Supermodels sind nicht			**(2)**

	wichtige Vorbilder (1)			

Question Number	Answer	Accept	Reject	Mark
4 (b)	Familienmitglieder sind unsere Helden / die wichtigsten Vorbilder (1) Familienmitglieder beeinflussen uns (1)			**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (c)	Judgement: Relativ glücklich/ etwas unglücklich Support from the text: Sie hat viele Niederlagen erlebt / viel kämpfen müssen ABER Sie hat immer gute Laune / ist Optimistin **2 marks** for a well-supported appropriate judgement **1 mark** for a partial / partially supported judgement 0 marks if no judgement	There must be a judgement.	Responses from the text which are not linked to a judgement about whether her life was happy.	**(2)**

Question Number	Answer	Accept	Reject	Mark
4 (d)	Höchstleistung (1) Stolz auf sich sein können (1) Ihr eigenes Vorbild seine (1) Any **one**			**(1)**

Question Number	Answer	Accept	Reject	Mark
4 (e)	Ihre Menschenschwäche			**(1)**

Section B

Question Number	Answer	Mark
5 (a)	**The only correct answer is D**	**(1)**

Question Number	Answer	Mark
5 (b)	**The only correct answer is A**	**(1)**

Question Number	Answer	Mark
5 (c)	**The only correct answer is B**	**(1)**

Question Number	Answer	Mark
5 (d)	**The only correct answer is D**	**(1)**

Question Number	Answer	Mark
5 (e)	**The only correct answer is B**	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (a)	Judgement: Teilweise negativ / Er hat gemischte Gefühle Support from the text: Die Aufregung war ihm zu viel (Inference to) Es war toll in so einem schönen Film zu spielen **2 marks** for a well-supported appropriate judgement	Er war froh im tollen Film zu spielen aber die Aufregung war ihm zu viel (This response clearly indicates mixed feelings about his role)	Er findet den Film immer noch schön (no reference to his attitude to his role)	**(2)**

	1 mark for a partial / partially supported judgement (eg negativ wegen zu viel Aufregung)			

Question Number	Answer	Accept	Reject	Mark
6 (b)	Eine karitative Arbeit (1) Er arbeitete für SOS-Kinderdorf (1)	Er war Schauspieler	FSJ in Guatemala	**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (c)	Sie hat ihm die Realität des Lebens klargemacht			**(1)**

Question Number	Answer	Accept	Reject	Mark
6 (d)	Er ist sehr jung (der jüngste Talkshow Moderator) (1) Es ist sein erster Job nach dem Master (1) Any **one**	Er ist kein Politik-Profi Ein Master in Politischer Ökonomie hat nichts mit einer TV-Show zu tun.	Er hat Politische Ökonomie studiert.	**(1)**

Question Number	Answer	Accept	Reject	Mark

7 (a)	In entfernten, turbulenteren Weltgebieten			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (b)	Einen erholsamen Urlaub			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (c)	Sie brachten enorme Steine und Bäume mit		Steine without reference to size	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (d)	sprachlos / überwältigt / fassungslos / erschrocken		überrascht	**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (e)	wohl unbequem, (1) weil eine Halle, wo man Rinder verkauft, ungeeignet für Menschen ist (1)			**(2)**

Question Number	Answer	Accept	Reject	Mark

7 (f)	Keiner ist verletzt / gestorben			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (g)	Sie halfen einander (1) Die Zusammenarbeit funktionierte gut (1) Any **one**			**(1)**

Question Number	Answer	Accept	Reject	Mark
7 (h)	Wegen Blockierungen (1) (Wegen Umwege um andere) Überflutungen (1)			**(2)**

Question Number	Answer	Accept	Reject	Mark
8 (a)	den			**(1)**

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

Question Number	Answer	Accept	Reject	Mark
8 (c)	bekam			**(1)**

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

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

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

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

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

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

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

Section C

General guidance on using levels-based mark schemes

There are two levels-based mark grids to be applied to the essay. The mark grids are:

- content and communication (AO2)
- quality of language (Accuracy and range of lexis) (AO3).

Deciding on a marking band

- First of all, you must consider the essay 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 band, you must look at the overall quality of the essay and not focus disproportionately on small and specific parts 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 band.

Using grids with a range of marks within bands

- Then, you must use the variability of the response to help decide the mark within the band that you have selected. 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.
- You must modify the mark based on how securely the trait descriptors are met at that band.

Question	Indicative content
9	The candidate should have referred to the following bullet points: • How you can best motivate yourself to do sport. • Which disadvantages they see in competition in sport. • The extent to which professional sports people should motivate others to engage in sports. • The extent to which new technologies can be advantageous for sport. Candidates might refer to competition with oneself or with others, to various rewards for being active, to supportive groups or to health scares, for example – they might rely on or develop the information in the text. Candidates might consider that competition in sport means that there are always losers, and that activity becomes a painful experience for those who are not the winners if competition is foregrounded. Sport and activity can become about winning rather than about enjoyment or about health. Candidates might argue that professional sports people are privileged to do something they love at the cost of fans (who buy tickets or contribute to sponsorship or whose taxes fund national sportspeople). They are therefore obliged to give something back to the sport, and to encourage fans and others to become involved and to get healthy. Or candidates might argue that elite sportspeople are role models and part of this should be encouraging others to engage in activity. Alternatively, candidates might argue that elite sportspeople should focus on training and on playing as well as they can for their clubs rather than on outreach or motivation actions. Candidates might consider that new technologies are beneficial in terms of video referees or hawkeye technology which can identify if a ball is out or a player offside. This can make the game fairer. However, they might argue that new technologies are not always advantageous to sport because they can facilitate cheating or give further advantage to those who are already wealthy.

Content and communication (AO2)

This mark grid assesses candidates' ability to understand and respond in writing to written language.

Question	Content and communication (AO2)
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.

Quality of language (Accuracy and range of lexis) (AO3)
The following mark grid assesses students' ability to apply grammar and syntax accurately, and the ability to use a range of lexis and structures.

Question	**Quality of language (AO3)**
9	
Mark	**Descriptor**
0	No rewardable language.
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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