GradeMax



Mark Scheme (Results)

January 2020

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, 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.

WGN02 Jan 2020 Mark Scheme

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

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

Question	Answer	Mark
3 (a)	fast alles	1
3 (b)	Industrie	1
3 (c)	bedeutende	1
3 (d)	international	1

All comprehensible forms of the verb, including non-existent renditions, are acceptable

Question	Answer	Accept	Reject	Mark
4(a)	Wegen ihrer Siege (1) **And** Weil (mehr) Menschen bei den Olympischen Spielen zuschauen (1)	Sie hat gewonnen Bei den Olympiaden OR Olympia	Teilnehmen	2
4(b)	Weil sie nie bekannt werden wollte			1
4(c)	Weil sie Doping schlecht findet (1) **AND** Aber sie hat viel trainiert OR will gewinnen (1)	Das deutsche Team hat einen Protestbrief geschrieben (1) The two points must show the opposing sides of the dilemma.		2
4(d)	Weil sie schon viel in den Bergen trainiert (1) **OR** Weil wir erwarten, dass Erholung anders ist als Training (1) Any **one**	Ich erhole mich in den Bergen (1)	Lift: Die Berge und die Bergwacht gehören zu meinem Leben (not necessarily surprising)	1
4(e)	Er hat Respekt (1) Er ist stolz auf sie (1) Any **one**	Respekt (on its own) respektvoll	Respect (wrong language) No future Focus not on Thomas	1

			Lift: Bei uns ist sie nicht Laura Dahlmeier OR nicht die Olympiasiegerin OR die Laura	
4 (f)	Sie sind überrascht	Überrascht	Verletzt Auf den ersten Blick erkennt man sie nicht (responses showing <u>initial</u> non-recognition) (incorrect element but could be preamble)	1

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

Question	Answer	Accept	Reject	Mark
6 (a)	(Seine Gefühle wegen seiner) Krankheit	Gefühle Emotionen		1
6 (b)	Leute sind berührt (1) Positiv (– 30 000 Zuschauer) (1) Any **one**	Musikvideos angesehen OR Musik hören no seine	Erfolgreich (not a reaction, but perhaps preamble)	1
6 (c)	Um an Bundesliga-Sichtungsspielen teilzunehmen	Um Fußball zu spielen Spiel for Sichtungsspielen Needs inclusion of football idea e.g. Um an Fußballspielen teilzunehmen	References to Unfall	1
6 (d)	(Im) Unfallkrankenhaus (1) Überall in der Großstadt (1)	1. Krankenhaus OR Klinik OR Unfallkrankenhaus OR im geschützten Raum der Klinik 2. Hamburg OR Großstadt OR draußen Im Unfallkrankenhaus Hamburg =2 Any TWO	Nicht nur im (ausschließlich) geschützten Raum im Klinik (untargeted) Im Dschungel (untrue)	2

Question	Answer	Accept	Reject	Mark
7(a)	Weil er ein Gymnasium besuchen könnte (1) Weil Eltern intelligenter Kinder (normalerweise) Gymnasien vorziehen (1) Any **one**		Adrians Eltern wollte das Gymnasium nicht (1) (no inference)	1
7(b)	Die Schüler selbst bauen Druck auf (1) AND Die Schüler wählen ihre eigene Leistungsstufe (1)			2
7(c)	Steigend	Beliebter Die Zahl hat (sich) verdreifacht	Lift: Verdreifacht	1
7(d)	(Es gab erbitterten) Schulstreit	Streit (on its own)		1
7(e)	Schlecht – die Zahlen sinken (1) OR Schlecht – das alte System wird abgelöst (1) **Any one**	Verschwindet for sinken	Nicht für die Zukunft geeignet	1
7(f)	Vorbereitung der Schüler für die Welt		Schüler selbst entscheiden, was sie tun	1

			Schüler eigenständig zu werden (information for (g) but could be preamble)	
7(g)	Selbstständigkeit (1) OR Kreativität (1) OR Teamwork (1) **Any ONE**	Schüler entscheiden selbst, was sie tun Schüler eigenständig zu werden		1
7(h)	<u>Sehr</u> (erfolgreich) (1) AND Wenigstens genauso effektiv wie die Strategien der Gymnasien (1) OR Die durchschnittlichen Abi-Leistungen sind ähnlich an Gymansien (1)	There must be a judgement (1) AND a justification (1) Equivalents to sehr OR ziemlich e.g. ganz OR relativ Die Noten sind genauso gut als an Gymnasien (1)	Erfolgreich without qualification Ähnlich with no comparison	2

Question 8
Any variants are rejected

	Answer	Mark
(a)	Viele	1
(b)	neuen	1
(c)	achten	1
(d)	gibt	1
(e)	einem	1
(f)	wichtigsten	1
(g)	den	1
(h)	entscheidender	1
(i)	denen	1
(j)	wird	1

Section C

Question 9

Question	Content and communication (AO2)
9	The candidate should have referred to the following bullet points: • Whether young people should spend so much money on fashion. A full bullet point will refer to youngsters, or at least, not explicitly preclude them. • To what extent one can really express oneself through fashion. A personalised response is fully acceptable. • To what extent the fashion industry is economically important. A full response will acknowledge, at least tangentially, the economic angle. • How you can combat the negative aspects of the fashion industry. A full bullet will allude to possible ways of combatting at least one negative aspect of the fashion industry, rather than simply enumerating the downsides. It need not be in the conditional time frame. **Indicative content** Candidates might discuss: Young people, of course, have the right to decide how much of their own money they spend on clothes. Buying clothes which are intended only to be worn for a single season is wasteful and environmentally unfriendly. However, it is necessary to wear clothes. Sometimes perhaps it is better to spend a bit more and create a good impression or support sustainable clothing initiatives. On other occasions, perhaps, reusing or upcycling clothes rather than blindly following fashion trends might be wise. By your choice of clothing or clothing style you can express what sort of a person you are – or want to be. You can portray yourself as smart or carefree, for example, by choosing a tailored jacket or a floaty skirt. You can signify your membership of a group; team supporters express their allegiance through wearing football strips. However, our self-expression is limited by the clothes that are available to us and by cultural norms. Other

	people's reactions to our clothes are a limit to our self-expression. The fashion industry is, of course, highly economically important. It is a major world industry which provides jobs to very many people, in creative design, textile production, garment production, transport and sales. Fashion weeks generate international creative cooperation, which can be economically productive. Constantly changing fashions encourage people to keep buying, and, of course, paying tax on their clothing. However, this does not mean that the industry cannot or should not change. To combat the negative aspects of the fashion industry, individuals can buy smaller quantities of sustainable, ethical clothing and demand that companies pay their staff fair wages. We can avoid the use of plastic textiles which pollute the water.
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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