

Mark Scheme (Results)

Summer 2021

Pearson Edexcel International Advanced Level In German (WGN02/01) Paper 2

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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.

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Question	Answer	Mark
1 (a)	D	1
1 (b)	C	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)	D	1

Question	Answer	Mark
3 (a)	allein	1
3 (b)	unbezahlbar	1
3 (c)	Mütter	1
3 (d)	viele	1

Question	Answer	Accept	Reject	Mark
4(a)	Sie können aufs Land ziehen (1)	Sie wohnen auf dem Land (1) Aus der Stadt ziehen (1) Aus einer Stadtwohnung ziehen (1) In ein (Land)haus ziehen (1)		1
4(b)	Indem das Kind ein Baumhaus <u>baut</u> (1) AND	Das Kind baut ein Baumhaus (1)	Reject Brücke alone, without explanation	2

	Indem das Kind eine Brücke baut (1)	Durch Bauen eines Baumhauses (1) Durch Bauen einer Brücke (1) Das Kind baut eine Brücke (1) OR Das Kind läuft über eine Brücke Sie könnten ihre eigenen Vorstellungen in die Realität umsetzen. (1)	of how creativity is expressed.	
4(c)	(Jüngere OR kleine) Kinder (1)	Alle außer älteren Jugendlichen (1)		1
4(d)	Alles befindet sich in unmittelbarer Nähe (1) AND Gute (öffentliche) Verkehrsmittel OR Busse und S-Bahn (1)	e.g. Es ist schneller, in den Supermarkt/ins Fitness-Center / zum Friseur gehen (1) AND Man kann seine Freunde spontan besuchen (1)	Must mention proximity AND transport related advantages for 2 marks.	2
4(e)	Unzuverlässig (1) OR Problematisch (1) OR Schlecht (1)	Negative opinions	Reject factual information or examples	1

	OR Nicht gut (1)			
4(f)	Um Freunde zu treffen (1)	Wenn es keine Busse gibt (1) Wenn die Eltern nicht helfen (1)		1

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

Question	Answer	Accept	Reject	Mark
6(a)	(Wegen) Klimawandel(s) (1) OR Die Temperatur steigt (1)	(lift) Nun gefährdet der Klimawandel ihr Ökosystem		1
6(b)	Die Tiere werden bedroht (1)	Vielleicht keine (1) Die Tiere OR sie kommen mit den hohen Temperaturen nicht zurecht.	Die Tiere OR sie sterben (aus)	1
6(c)	Sie werden überschwemmt (1)	<u>Der steigende Meeresspiegel</u> könnte sie zerstören (1)		1
6(d)	Man kann nicht vorhersagen, was passiert (1)		Die Menschen sind nicht vorbereitet.	1
6(e)	(Sich) vorbereiten			1

Question	Answer	Accept	Reject	Mark
7(a)	Die Möglichkeiten sind vielseitig (1) Jugendliche können sich gut engagieren (1)	Accept any plausible answer suggested by the text		**(1)**
7(b)	Es gibt nicht genug OR sehr wenige Projekte für sie (1)	Lift: die meisten Projekte richten sich an Erwachsene (1)	Sie sind zu jung	**(1)**
7(c)	Unterkunft (1)	Ein Zuhause (1)		**(1)**
7(d)	Man liest Kindern vor/ man liest für Kinder /man bringt Kindern das Lesen bei (1) Or Man lernt Lesen / man betätigt sich als Vorleser (1)	Vorlesungen		**(1)**
7(e)	Sie spielen mit ihnen (1)	Sie machen Spiele (1) OR Sie unterhalten sie (1) OR Spieltage (1)		**(1)**
7(f)	Sie bekommen Kleidung OR Speisen OR Notunterkunft (1)			**(1)**
7(g)	In einer regionalen Jugendgruppe (1) AND In einer Schule (1)			**(2)**

7(h)	Two of: Als Schulsanitäter (1) OR in einer Notsituation (1) OR Mit der Wasserwacht (freiwillig) arbeiten (1)			**(2)**

Question	Answer	Mark
8(a)	ihrer	**(1)**
8(b)	engagieren	**(1)**
8(c)	könnten	**(1)**
8(d)	des	**(1)**
8(e)	größte / grösste	**(1)**
8(f)	ankommt	**(1)**
8(g)	wichtiger	**(1)**
8(h)	diese	**(1)**
8(i)	stattgefunden	**(1)**
8(j)	älteren	**(1)**

Section C

Question	Content and communication (AO2)
9	The candidate should have referred to the following bullet points: • Which aspects of the job of a sports model are of interest and why. • To what extent the job of a sports model has negative sides. • Which characteristics could be of use to a model. • Whether models earn too much. **Indicative content** Sport modelling is not all about physical appearances. Mention could be made of extra income, travel and experience, thus raising self-confidence. It is an opportunity to showcase non-physical qualities for keen sportsmen and women. There could still be the negative side that appearance is prized over positive characteristics. The role will doubtless have more interested parties than contracts available, so there will be frequent disappointments and set-backs. Being a sports model could take time away from the sport itself and could end up compromising training schedules. The emphasis of this bullet point can shift to modelling in general rather than sports models, but not necessarily so. Perseverance, resilience and determination might be mentioned, but any characteristics if justified, could be acceptable. Confidence, self-publicity or more negative traits could equally be mentioned. Any view if supported is acceptable. Some may feel that the work is very demanding, niche,

	skilled and insecure, so high salaries are infrequent but justifiable. Others may feel that modelling is excessively remunerated, when more caring or arguably worthy professions, for example, receive comparatively little emolument.
Question	**Content and communication (AO2)**
9	
Level	**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	**Quality of language (AO3)**
9	
Level	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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