



GCE AS MARKING SCHEME

SUMMER 2023

**AS (NEW)
GERMAN - UNIT 1
2820U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE AS GERMAN

SUMMER 2023 MARK SCHEME

UNIT 1: SPEAKING (48 total marks)

Principles of Marking

Conduct of the Speaking Assessment

As the assessor you must familiarise yourself with section 3.2 of the specification.

General Advice for Examiners

You are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all. Particular attention should be paid to the following instructions regarding marking.

- As an examiner, you must be positive in your approach. Look for opportunities to reward rather than penalise.
- You must make sure that you are familiar with the assessment grid for marking the stimulus cards and that you consider the marks and descriptors carefully when awarding a mark for each assessment objective.
- There are two marking grids. The marking grid for Task 1 covers AO1, AO3 and AO4. The marking grid for Task 2 covers AO1, AO2, AO3 and AO4. See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the entire speaking assessment is 15 minutes. The candidate will spend 5-6 minutes on Task 1 (argument) and 7-9 minutes on the Task 2 (discussion) with you as the examiner.

Timings for each stimulus card **must be** adhered to. You are not required to mark any speaking evidence which exceeds these timings.

If a candidate's speaking assessment falls short of the stipulated timings, the candidate may self-penalise as it is likely that there will not be enough speaking evidence to access the full mark range.

When writing or speaking about themselves, gender identification should not be an issue as they should be using first-person pronouns. If candidates choose to write or speak in the third-person, they must be consistent in their pronoun choices, for example, use of 'they/them/xe/xhe' should not be seen as grammatically incorrect if the candidate is consistently using the chosen pronoun throughout their writing. Please be mindful of candidates' choices in assessing all work. When discussing another individual in the third person where gender or gender preference is unknown or undisclosed, WJEC expects consistent application of the gender agreement of the candidate's choice, for example, the discussion of a writer's craft could make reference to 'him/her' or 'they'.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band. This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the assessment should be viewed holistically. Beginning at the lowest band, you should look at the descriptors for that band and see if they match the qualities shown in the candidate's response for that section. If the descriptors at the lowest band are satisfied, you should move up to the next band and repeat this process for each band until the descriptors match the response.

If a candidate's assessment covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if the response is mainly in band 2 but with a limited amount of band 3 content, the response would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to mark candidates down as a result of small omissions in minor areas of their response.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the response. When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the standardising material as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response given.

When you are marking the candidate's responses to the stimulus cards you should consider the **additional notes** given for each card. However, you **must** bear in mind that the additional notes are **not** exhaustive and are for **guidance** only. All **valid** responses will be given credit.

When marking you should record a mark for each AO.

UNIT 1

Speaking assessment – mark allocation

Marks	AO1	AO2	AO3	AO4	Total marks
Task 1 Argument	4		8	12	24
Task 2 Discussion	4	8	8	4	24
Total marks	8	8	16	16	48

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 1 – ARGUMENT)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of different aspects of the culture and society of countries / communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Accurate use of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	10-12	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities Ideas and points of view well supported by evidence Conclusions drawn are based on an understanding and appreciation of the country's culture and society
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating and sustaining discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Good use of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	7-9	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence Conclusions drawn are generally based on an understanding and appreciation of the country's culture and society
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors.Limited accuracy. Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	4-6	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of Germany and German-speaking countries and communities, reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence Limited understanding and appreciation of the country's culture and society
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts. Limited range of ideas and opinions expressed 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures Intonation and pronunciation make understanding difficult 	1-3	<ul style="list-style-type: none"> Little evidence of relevant knowledge. Frequent misunderstandings Information is fragmented with no evidence to support it No evidence of an understanding or appreciation of the country's culture and society
0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

ORAL MARK SCHEME: TOPIC BASED CARDS (TASK 2 – DISCUSSION)

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
4	<ul style="list-style-type: none"> All questions are answered clearly and comprehensively Very good interaction and spontaneity. Easily initiates and sustains discussion A wide range of thoughts, feelings and view-points expressed 	7-8	<ul style="list-style-type: none"> Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions 	7-8	<ul style="list-style-type: none"> Very good knowledge of grammar with few errors Very good knowledge of idiomatic phrases and a variety of structures employed Intonation and pronunciation are convincing 	4	<ul style="list-style-type: none"> Very good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities Ideas and points of view well supported by evidence
3	<ul style="list-style-type: none"> Most questions are answered clearly and some in detail Good interaction, some spontaneity in initiating discussion A range of thoughts, feelings and view-points expressed 	5-6	<ul style="list-style-type: none"> Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions 	5-6	<ul style="list-style-type: none"> Good knowledge of grammar. Some errors occur Good range of idiomatic structures to support views and opinions Mistakes in intonation and pronunciation do not impede understanding 	3	<ul style="list-style-type: none"> Good knowledge and understanding of the culture and society of Germany and German-speaking countries and communities with occasional inconsistencies Ideas and opinions are generally supported by evidence

Marks	AO1: understand and respond in speech to spoken language including face-to-face interaction	Marks	AO2: understand and respond in speech to written language drawn from a variety of sources	Marks	AO3: manipulate the language accurately, in spoken forms, using a range of lexis and structure	Marks	AO4: show knowledge and understanding of, and respond critically to, different aspects of the culture and societies of countries/communities where the language is spoken
2	<ul style="list-style-type: none"> Some hesitation when answering questions. Answers generally lack depth Attempts made to interact but prompting required at times Some opinions and ideas expressed 	3-4	<ul style="list-style-type: none"> Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions 	3-4	<ul style="list-style-type: none"> Limited grammatical knowledge and frequent basic errors Idiomatic structures used to convey pre-learnt material. Influence of English/Welsh idiom evident in unprepared material Intonation and pronunciation sometimes impede understanding 	2	<ul style="list-style-type: none"> Superficial knowledge of the culture and society of Germany and German-speaking countries and communities reliant on pre-learnt material, presented out of context Ideas expressed are not based on factual evidence
1	<ul style="list-style-type: none"> Limited responses when answering questions Limited success in establishing a meaningful exchange. Over reliance on prompts Limited range of ideas and opinions 	1-2	<ul style="list-style-type: none"> Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant 	1-2	<ul style="list-style-type: none"> Very basic grasp of grammar, sentences often fragmented and incomplete Very basic structures used, showing lack of idiomatic knowledge. Heavy reliance on English/Welsh structures Intonation and pronunciation make understanding difficult 	1	<ul style="list-style-type: none"> Little evidence of knowledge of question set. Frequent misunderstandings Information is fragmented with no evidence to support it
0	<ul style="list-style-type: none"> Nothing of value. 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value 	0	<ul style="list-style-type: none"> Nothing of value

Card A1 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *Neue und traditionelle Bräuche in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Halloween ist beliebt in Deutschland und wird gern gefeiert.

Meinung B

- Die Deutschen feiern lieber deutsche Feste.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Germans copied Halloween from Anglo-American countries.• In all German regions you can find pumpkins, fancy dress etc.• Children dress up and go from door to door to collect sweets. <p>Opinion B</p> <ul style="list-style-type: none">• Lots of Germans enjoy celebrating other traditions such as carnival.• They are afraid that new traditions will be a threat to their traditional way of life.• They see Halloween just as another way to entice people to consume more products. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card A2 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *die Bedeutung von Bayern als echte Kulturlandschaft*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Nur in Bayern gibt es noch echte traditionelle Kultur.

Meinung B

- In allen deutschsprachigen Regionen gibt es noch echte deutsche/österreichische und schweizerische Kultur.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Many Bavarians wear traditional costumes on a regular basis.• The authentic <i>Oktoberfest</i> can only be found in Bavaria.• Bavarians are more religious than people in other German-speaking regions and therefore celebrate typical religious festivals more. <p>Opinion B</p> <ul style="list-style-type: none">• You will find authentic traditions in all German-speaking regions such as <i>Maibaum</i>, <i>Richtfest</i>, <i>Osterkirmes</i> etc.• In many areas you will find authentic <i>Weinfeste</i>.• Even if people are not religious any more they will still celebrate Easter, Christmas and other festivals. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card A3 – Understanding the German-speaking world

Sub-theme: Regional culture and heritage in Germany, German-speaking countries and communities

Hier unten siehst du zwei Meinungen über *die Rolle, die Fast Food in deutschsprachigen Ländern spielt*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Internationales Fast Food ist wichtiger in deutschsprachigen Ländern als traditionelle Gerichte.

Meinung B

- Traditionelles Essen ist noch überall in deutschsprachigen Ländern sehr beliebt.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• You will find a variety of international fast food outlets in all German-speaking areas.• Young German speakers regularly eat international fast food.• The international fast food sector is a major economic factor in German-speaking countries. <p>Opinion B</p> <ul style="list-style-type: none">• A number of German-speaking people are very health-conscious and therefore do not consume fast food.• Some people want to save money and therefore prefer to cook their own traditional food.• You can still find traditional fast food such as <i>Frikadelle, Bockwurst, Bratwurst etc.</i> <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card A4 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *die Rolle von Konzerten in deutschsprachigen Ländern*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Konzerte für klassische Musik und für Popmusik spielen eine wichtige Rolle in deutschsprachigen Ländern.

Meinung B

- Konzerte sind nicht mehr wichtig in deutschsprachigen Ländern.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• There are concerts and festivals for classical and pop music in all German-speaking areas e.g Beethovenfestival in Bonn/ Waldbühne Berlin.• People enjoy the direct exposure to music and musicians of their choice.• People enjoy listening to music together with others and to exchange their views. <p>Opinion B</p> <ul style="list-style-type: none">• A number of people do not enjoy the company of other people when listening to their favourite music.• You can take your favourite music everywhere on your digital devices, there is no need to go to a concert.• German-speaking people like chilling with their music which can best be done in the comfort of your own home. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card A5 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *deutschsprachige Filme*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Deutschsprachige Filme wollen die Zuschauer nur zum Lachen bringen.

Meinung B

- Deutschsprachige Filme wollen nur auf Probleme aufmerksam machen.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• There are a number of German films which contain humour e.g Scherbenpark, Das Pferd auf dem Balkon, Barfuss, etc.• German films allow German-speaking people to laugh about their own characteristics e.g Willkommen in Allemanya.• Some regional detective stories and family series just intend to entertain. <p>Opinion B</p> <ul style="list-style-type: none">• Germans feel that their dark past should not be repeated. For that reason a number of their films discuss Germany's past. e.g Der Hitlerjunge Solomon, Das Leben der Anderen.• German-language films which have won international awards succeed in creating a critical awareness amongst their viewers.• German films reflecting German culture and history intend to make the viewers aware of problems. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card A6 – Understanding the German-speaking world

Sub-theme: Literature, art, film and music in the German-speaking world.

Hier unten siehst du zwei Meinungen über *die Bedeutung von deutschsprachigen Autoren*. Wähle eine Meinung, die du in einer Diskussion mit dem Prüfer/der Prüferin rechtfertigen musst. Der Prüfer/die Prüferin wird die gegenteilige Meinung vertreten und seine/ihre Argumente in der Diskussion verteidigen.

Meinung A

- Nur die klassischen deutschen Dichter sind wichtig für die deutsche Literatur.

Meinung B

- Moderne Autoren sind auch wichtig für die deutsche Literatur.

AO4	<p>In response to the task on the stimulus card the candidate may present and discuss the following:</p> <p>Opinion A</p> <ul style="list-style-type: none">• Only German classical authors portray existential problems of love, life and death in an expert way.• Classical literature has been read for hundreds of years.• German classical literature helped people to gain education and sophistication. <p>Opinion B</p> <ul style="list-style-type: none">• Modern authors portray modern problems such as <i>Flüchtlingsproblematik</i> and therefore are important.• Modern authors have a new and unusual take on everyday problems.• Modern authors have initiated important discussions in society. <p>The examiner will take the opposing opinion to that chosen by the candidate and develop a discussion during the conversation in order to cover the opinions above.</p> <p><u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u></p>
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Card B1 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über die *Keine Zeit für Freunde*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Keine Zeit für Freunde

Nicht nur Schüler, sondern auch manche Eltern wollen eine Schule ohne Hausaufgaben. Ihrer Meinung nach haben deutsche Schüler wegen Ganztagsunterricht und Prüfungsvorbereitungen zu wenig Freizeit. Schüler brauchen Zeit für sich, ihre Freunde und für ihre Hobbys, um glücklich und gesund zu sein. Hausaufgaben führen auch oft zu Streit in der Familie.

Examiner questions

1. Warum sollte es laut Schülern und Eltern keine Hausaufgaben geben?
2. Was könnten Schüler machen, um sich zu entspannen?
3. Wie wichtig sind Freundschaften im Leben?

AO4

The candidate must cover all three prompts.

1. They think that students do not have enough free time because they spend all day at school and on exam preparation.
2. Make time for hobbies or friends.
3. Candidates give their own view on the importance of friendships.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.

Card B2 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Alleinerziehende Eltern*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Alleinerziehende Eltern

In deutschsprachigen Ländern gibt es immer mehr alleinerziehende Mütter und Väter. Sie finden es schwierig, Beruf und Familie zu vereinbaren und ausreichend Geld für die Familie zu verdienen. Es gibt auch nicht genug Kindergärten, und Tagesmütter sind teuer. Alleinerziehende Eltern bekommen aber oft Hilfe von ihren Eltern oder Freunden.

Examiner Questions

1. Welche Schwierigkeiten haben alleinerziehende Eltern?
2. Welche Möglichkeiten der Kinderbetreuung gibt es für diese Eltern?
3. Gibt es deiner Meinung nach auch Vorteile für Eltern und Kinder in dieser Familienform?

AO4

The candidate must cover all three prompts.

1. They find it difficult to combine job and family and to earn sufficient money.
2. Kindergarten, childminder or grandparents.
3. Candidates will give their opinion on advantages of this type of family.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.

Card B3 – Being a young person in German-speaking society

Lies zunächst den folgenden Text über *Welt der Hobbys*. Der Prüfer/die Prüferin wird die drei unten stehenden Fragen über den Text stellen, um eine Diskussion einzuleiten.

Welt der Hobbys

Jugendliche mit Hobbys greifen seltener zu Alkohol oder Drogen und sind weniger aggressiv. Eine aktive Freizeit hilft Jugendlichen, ausgeglichen und zufrieden zu sein. Eine Webseite, die sich *Welt der Hobbys* nennt, will Jugendkriminalität reduzieren. Sie will Jugendlichen helfen, ihr Hobby unter 1000 unterschiedlichen und zum Teil ungewöhnlichen Hobbys zu finden.

Examiner questions

1. Welchen positiven Einfluss können Hobbys für Jugendliche haben?
2. Was will die Webseite „Welt der Hobbys“ erreichen?
3. Wie wichtig sind Hobbys deiner Meinung nach?

AO4

The candidate must cover all three prompts.

1. Youngsters with hobbies are less aggressive and do not take as many drugs as others.
2. “Welt der Hobbys” aims to reduce youth crime.
3. Candidates give their opinion on the importance of hobbies.

The above points are **suggestions** only and are **not exhaustive**.
Reward will be given for **all relevant points** argued by the candidate.