



GCE AS MARKING SCHEME

SUMMER 2025

**AS
GERMAN - UNIT 1
2820U10-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

WJEC GCE AS GERMAN

UNIT 1: SPEAKING (48 total marks)

SUMMER 2025 MARK SCHEME

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.

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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	- 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	Nothing of value	0	Nothing of value	0	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	• 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	• Full understanding of the stimulus material demonstrated by clear and relevant responses to the stimulus and subsequent questions	7-8	• 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	• 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	• 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	• Stimulus material mostly understood demonstrated by responses to the stimulus and most subsequent questions	5-6	• 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	• 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	- 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	Stimulus material partly understood demonstrated by partial responses to stimulus and subsequent questions	3-4	- 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	- 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	- Limited responses when answering questions - Limited success in establishing a meaningful exchange. Over reliance on prompts - Limited range of ideas and opinions	1-2	Very limited understanding of the stimulus material. Responses to the stimulus material are generally irrelevant	1-2	- 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	- Little evidence of knowledge of question set. Frequent misunderstandings - Information is fragmented with no evidence to support it
0	Nothing of value.	0	Nothing of value	0	Nothing of value	0	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 *Volksfeste 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

- Volksfeste sind sehr beliebt in deutschsprachigen Ländern und werden gern besucht.

Meinung B

- Viele deutschsprachige Menschen finden Volksfeste unattraktiv.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • A number of German-speaking people go to fairs to meet others and have fun. • They enjoy sampling regional and international food. • A major attraction are the rides on the funfair. Opinion B • A number of German-speaking people find fairs too noisy and claustrophobic. • They do not like eating food outside. • They do not enjoy rides on the funfair. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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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 Küche 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

- Familien in Deutschland/Österreich und der Schweiz kochen gerne traditionelles Essen.

Meinung B

- Familien in Deutschland/Österreich und der Schweiz bevorzugen internationales Essen.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A - There is traditional regional food in all German-speaking areas. - People in these regions are proud of their traditions and their food. - They like cooking dishes they have grown up with. It gives them a sense of identity and belonging. Opinion B - Traditional food is often meat-based and deemed unhealthy. - A growing number of people prefer international vegetarian or vegan food. - Some people do not feel attached to their region and its food. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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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 *Vereine in Deutschland*. 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 Menschen sind gerne Mitglieder in einem Verein, z.B Sportverein oder Schützenverein.

Meinung B

- Viele deutschsprachige Menschen mögen keine Vereine.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Most German-speaking people belong to a club. • They experience companionship and a sense of belonging. • Being a member of a club gives them the chance to pursue their hobbies and interests. Opinion B • A number of German-speaking people do not derive pleasure from being a member of a club. • They pursue their interests in the comfort of their own home. • Many people prefer an online community to a club. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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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 klassischer Musik 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

- In deutschsprachigen Ländern spielt klassische Musik keine Rolle mehr.

Meinung B

- In deutschsprachigen Ländern spielt klassische Musik noch eine große Rolle.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • Most German-speaking people listen to contemporary rather than classical music. • Most radio stations do not play classical music anymore. • Classical music is seen to be old-fashioned and difficult to understand. Opinion B • There are classical music festivals and concerts in a number of regions. • All young people who learn an instrument will play classical music. • Classical music is frequently used for stress management. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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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 sind uninteressant.

Meinung B

- Deutschsprachige Filme sind interessant.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • There are a number of German films that refer to Germany's dark past, which viewers do not find interesting. • Some German films intend to make viewers aware of problems, which viewers who look for entertainment find uninteresting. • The German sense of humour that comes across in some films is not appealing. Opinion B • German films are interesting because you can learn about Germany's past. • German-language films that have won international awards succeed in keeping the viewer's attention. • German films reflecting German culture and history intend to make the viewers aware of problems. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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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 deutschsprachiger Literatur*. 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

- Durch deutschsprachige Literatur lernt man sehr viel.

Meinung B

- Durch deutschsprachige Literatur lernt man nicht viel.

AO4	In response to the task on the stimulus card the candidate may present and discuss the following: Opinion A • German literature reflects life and culture in German-speaking countries. • Foreign students can improve their language skills with German literature. • German classical literature helps people to gain education and sophistication. Opinion B • If you want specific info on German-speaking countries, you will not learn enough by reading German literature. • German authors frequently use very sophisticated and elaborate language, which is very difficult to understand. • In many literary works the storyline forms the centre of attention, therefore you cannot learn a lot. 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. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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Card B1 – Being a young person in German-speaking society

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

Lieblingskinder

Eltern lieben manchmal ein Kind mehr als die Geschwisterkinder. Vielleicht ist das Lieblingskind wie Mutter oder Vater oder sie haben gemeinsame Interessen. Meistens macht das Lieblingskind weniger Probleme als die anderen Kinder. Die anderen Geschwister sind manchmal nicht so freundlich und fröhlich. Lieblingskinder können aber auch zu Familienproblemen führen.

Examiner questions

1. Was ist ein Lieblingskind?
2. Wie sind die anderen Geschwister?
3. Was ist deine Meinung zu Lieblingskindern?

AO4	The candidate must cover all three prompts. 1. Children who are loved more by their parents than their siblings. 2. The other children may be less friendly and cheerful. 3. Candidates give their own view on the topic. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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Card B2 – Being a young person in German-speaking society

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

Falsche Studenten

Johannes ist als Student an der Uni registriert, aber er ist nur Student auf dem Papier. Er ist ein „falscher Student“, weil er viel Geld sparen möchte. Eine Monatskarte für das ganze Verkehrsnetz in München kostet normalerweise 150 Euro. Das Semesterticket für Studenten kostet auch 150 Euro, aber für sechs Monate.

Examiner Questions

1. Warum ist Johannes kein typischer Student?
2. Welche Vorteile hat er als Student?
3. Willst du auch einmal studieren? Warum / Warum nicht?

AO4	The candidate must cover all three prompts. 1. Johannes is enrolled as a student but he does not study. 2. He can save a lot of money. A ticket for students is far cheaper than an ordinary ticket. 3. Candidates will give their opinion on university studies. <u>The above points are suggestions only and are not exhaustive.</u> <u>Reward will be given for all relevant points argued by the candidate.</u>
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Card B3 – Being a young person in German-speaking society

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

Tagebuch schreiben

Emma schreibt gern Tagebuch. Das hilft ihr mit ihren Ängsten und Problemen. Wenn sie Stress in der Schule hat, kann sie ihn beim täglichen Schreiben vergessen. Oft findet sie auch Lösungen für Probleme, oder sie setzt sich neue Ziele. Studien haben gezeigt, dass Jugendliche, die Tagebuch schreiben, kreativer und weniger depressiv sind.

Examiner questions

1. Warum schreibt Emma gern ein Tagebuch?
2. Was sind die Vorteile vom Tagebuch schreiben, laut einer Studie?
3. Wie denkst du über Tagebuch schreiben?

AO4	The candidate must cover all three prompts. 1. Keeping a diary helps her with her anxieties, problems and stress. 2. Young people are more creative and less depressed. 3. Candidates give their opinions on diaries. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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