

Examiners' Report
January 2013

GCE German 6GN02 01

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Introduction

This unit requires candidates to understand and convey their understanding of German-language recordings and texts. In addition, candidates produce a piece of continuous writing in which they can demonstrate their ability to manipulate German. The content for the unit is drawn from the four general topic areas (and definitive list of linked subtopics) listed on page 30 of the specification. The overall time allocation for this unit is 2 hours 30 minutes.

Section A is out of 20 marks and assesses candidates' listening skills. There are four extracts which last around 5 – 6 minutes and which are recorded onto CD (or are available for centre download as an mp3 file). Candidates have individual control of the listening material and must complete section A within the first 45 minutes of the examination.

Section B is also out of 20 marks and assesses candidates' reading skills. There are three authentic texts in German each followed by a different task type. Candidates are free to complete this section immediately after section A or they may choose to complete section C first and come back to this section later in the examination.

Section C is out of 30 marks and assesses candidates' writing skills. Candidates are required to write 200-220 words in the form of, for example, an email, a letter or an article in German based on a short German-language stimulus. A number of linked bullet points define the content. Candidates are free to answer this question after the listening and before the reading sections if that suits them better.

All questions in Sections A and B are marked according to a specific mark scheme which is updated at the standardisation meeting to take account of the range of candidate responses.

Candidates should be aware that examiners assess responses in Q4, Q6 and Q7 in the order elements are given by candidates, and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score, whereby repeating or re-wording of the question or preambles to an acceptable response do not count as elements in the response. In addition, credit is not withheld for irrelevant additions to a correct answer, but incorrect additions which negate will result in candidates losing the mark for a correct answer.

Question 2

Question 2 requires candidates to select the four correct statements in German from a list of eight. Thus, there are four marks available for this question.

In cases where candidates crossed more than four statements, one mark was withheld for each cross offered in excess of four. Thus, six crosses, including four correct ones, would attract two marks in total.

Question 3 (a)

Question 3 is a summary with gap fill in German and is worth 4 marks. Candidates are provided with a pool of answers from which they select the correct word to complete the sentences of the summary.

If the response selected was not transcribed entirely correctly, but could not be confused with another word in the pool, it earned the mark.

Question 4

Question 4 carries eight marks and requires candidates to produce verbal responses in German to questions set in German. Lifting is allowed, although this can lead to transcription errors. However, candidates need to remember that any such lifts must be targeted - indiscriminate transcription of what they have heard is not a guarantee of a mark. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. A mark is withheld only for the first misuse of tense.

Full sentences are not required in this task but candidates should be aware that full and detailed information is.

Overall, candidates have become more proficient in their handling of this question.

(a)

Many candidates gained at least 1 mark here by lifting *um positive Effekte zu erreichen* successfully from the text, sometimes exemplifying with *Entspannung*, although this was not necessary for the mark.

Unsuccessful answers relied on the idea of *Entspannung* on its own and there was considerable evidence of lifting irrelevant chunks of text such as *wenn man viel Zeit im Internet verbringt* or *wenn man das Internet (in seiner Freizeit) nutzt* which, of course, do not address the question at all. Surprisingly, the information needed for the second mark was often not proffered at all, although a targeted lift (*andere Hobbys werden vernachlässigt*) was enough to merit the mark.

(b)

This was well done with *wenn man nur online Freunde hat* as the most popular answer.

Answers which could not be rewarded included *man hat keinen Grund* or *das kommt auf den Grund an*, or *wenn man wenig zu tun hat* or *wenn man wenig mit der Zeit zu tun hat*.

(c)

Candidates were generally able to understand and express the concept of trying to do without the internet for a period of time. However, the second element of the answer proved more challenging. Whilst most candidates had understood the question and knew where to find the relevant information in the transcript, it was in the detail and phrasing of their answer that the problem lay. It was necessary to state the effect and the conclusion to be drawn from this effect. Thus a response such as *Merkt man, dass es einem nicht schwer fällt?* which did not offer the conclusion *dann ist man nicht abhängig* could not be credited.

(d)

Most candidates gained the mark by offering *Jungen sind stärker von der Online-Sucht betroffen als Mädchen*.

(e)

There was a wealth of possible answers here and very many candidates were able to gain at least 1 of the 2 marks.

The most popular answers were *Isolierung* and *keinen Kontakt zu realen Freunden*.

Answers along the right lines often failed due to the use of the incorrect possessive adjective e.g. *man hat keinen Kontakt zu ihren realen Freunden*. Whilst there is no mark for the quality of a candidate's language, the answer given must communicate unambiguously. Communication is impaired by the incorrect possessive adjective and thus the response cannot be rewarded. A mark is withheld once only in the task for such incorrect use.

Hörtext 4 Online-Sucht

4 Sie hören ein Interview mit Dorothea Oertel, Leiterin des Projekts *Online-Sucht* bei der Drogenhilfe Köln. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wie definiert Dorothea Oertel Online-Sucht? – ~~How does she describe online addiction?~~
(2)

Online-Sucht ist, wenn man Online ist um positiv effekte zu haben, in seiner Freizeit. Es ist entspannt sein und für ein sehr lange Zeit und sie hat keine Zeit für andere ^{Kann} Hobbys. Andere Hobbys sind nicht so wichtig.
(b) Unter welchen Umständen könnte man eventuell online-süchtig werden?
(1)

~~Wenn man Probleme hat oder nur Online-Freunde hat.~~
(c) Wie könnte man überprüfen, ob man online-süchtig ist? ~~How can one check whether one is~~
(2)

Wenn man ~~online~~ für ^{jede} ~~ein~~ Tag jeder Woche ist. (zu verzichten)
Ob man Grund für die Internet benutzen hat, man ohne Internet, dann ist ~~man~~ man süchtig. (man ist nicht wenn es einfach/ok ist).
(d) Was ist der Unterschied zwischen Jungen und Mädchen in Bezug auf Online-Sucht? ~~Differenz beweisen ♀ + ♂~~
(1)

~~Jungen benutzen die Internet für Spiele spielen und Mädchen benutzen es für forum und chats.~~
(e) Was sind die möglichen Konsequenzen von Online-Sucht? ~~Possible consequences~~
(2)

Vielleicht kann man kein Kontakt zu ^{ihrem} ~~den~~ Realen Welt/Freunden.
Körperliche Probleme. Regelmäßige Mahlzeiten. Außerdem kann sie ständig Streit mit ihren Eltern haben.
(Total for Question 4 = 8 marks)



ResultsPlus Examiner Comments

This candidate scores 5 marks.

Part (a) merits 2 marks, part (b) 1 mark.

In part (c) 1 mark can be awarded for the second part of the candidate's answer: unfortunately the first part does not communicate the required message.

Part (d) merits the mark.

In part (e), communication is impaired in the first part of the candidate's answer due to the inappropriate possessive adjective. The candidate has offered several options but these options are assessed according to the order of elements principle: so since there are 2 marks available for this part, Examiners will assess the first 2 responses only. The second response therefore is *körperliche Probleme* which is incorrect.



ResultsPlus Examiner Tip

Whilst there is no mark for the quality of the language used in candidate responses, the language used must communicate the required answer unambiguously. If communication is impaired, then the mark for content cannot be awarded.

Candidates should be aware of the order of elements principle and ensure they limit the number of responses to the number of marks available.

Question 6

Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and candidates are not expected to infer meaning. There are five separate questions in English to which candidates respond in English. Full sentences are not required, but the rubric instructs candidates to *convey all the relevant information* – thus answers must include all details required to address the question fully and appropriately.

Whilst most candidates undoubtedly understood this text, many were unable to transfer the meaning precisely and to give sufficient detail. This question requires a good deal of practice, as very many candidates give approximations which will not be accepted. Greater attention to the detail of the German text would lead to a higher score in many instances.

(a)

Candidates had to transfer *Ängste* and *Sorgen* accurately here to score the mark. Thus, answers which included reference to getting rid of *exam stress, doubt, anger* etc. could not be rewarded.

(b)

The concept of money being promised in exchange for good results was generally understood and well expressed, although some candidates did omit the *for good results* part and so could not be given the mark. Unfortunately, some candidates seem to have misunderstood *künstlich* in the text and referred to *art* in their answers.

(c)

The candidates who just missed the mark, did so perhaps because they had omitted *about the test* – this is an important component of the answer since the test group did not write about their feelings in general but very specifically about their feelings towards/about/ concerning the test. Some candidates added incorrect information to an otherwise correct answer e.g. *the test group of students were allowed to write their diary*.

(d)

Some candidates wrote the opposite of the required answer.

(e)

The word *Klassenarbeit* posed the biggest problem here and thus *class work* was the most frequent rendition and negated an otherwise correct response.

10 Minuten gegen Angstblockade

Wer Tagebuch schreibt, kennt die heilsame Kraft des Schreibens und weiß, dass man dadurch Ängste und Sorgen oft loswerden kann. Hilft Schreiben vielleicht auch gegen Prüfungsangst?

20 Schüler haben einen Mathetest absolviert. Man hat sie unter künstlichen Druck gesetzt, indem für gute Ergebnisse Geld versprochen wurde.

Die Hälfte der Schüler durfte vor dem Test 10 Minuten lang über ihre Gefühle bezüglich des Tests schreiben, die anderen sollten in der Zeit einfach nur still sitzen.

Diejenigen, die ihre Ängste niedergeschrieben hatten, schnitten deutlich besser ab. In weiteren Experimenten bestätigte sich die Wirksamkeit der Schreibübung. Sie zeigte vor allem bei denen Wirkung, die tatsächlich unter besonders großer Prüfungsangst litten.

Wenn Lehrer den Schülern vor der Klassenarbeit nicht die 10 Minuten zum Schreiben erlauben, sollten Schüler die Pause nutzen, um ihre Ängste aufzuschreiben, damit das Gehirn alle Kapazitäten zur Verfügung hat und ein optimales Ergebnis möglich ist.

6 Read the passage above and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) What advantage does writing a diary often bring?

(1)

You can offload your problems and worries.

(b) What additional pressure were students put under before the maths test?

(1)

They were told that they would get money if they got good grades.

(c) What did the first group of students do while waiting to take the test?

(1)

They ^{had 10 minutes to write about} ~~wrote down~~ how they were feeling about the test.

(d) What was the outcome of the study?

(1)

Those who had written down their feelings did better than those who hadn't.

(e) In what circumstances might pupils need to use their break time?

(1)

When the teacher does not give them 10 minutes to write their feelings down before class work.



ResultsPlus Examiner Comments

This candidate scores 3 marks.

No mark can be awarded for part (a) as the candidate has not transferred *Ängste* correctly. Equally in part (e), *classwork* is not an accurate transfer of *Klassenarbeit*.



ResultsPlus Examiner Tip

In this task, it is essential to transfer the meaning accurately and felicitously in order to score the mark.

Question 7

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. In this context, an inappropriate possessive adjective impedes communication and a mark will be withheld for the first misuse of a possessive adjective. Similarly, a mark is withheld only for the first misuse of tense. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in all previous series, **targeted** lifts were accepted. However, candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This of course no longer constitutes a targeted lift and no marks can be gained in this instance. Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions. It is important to reiterate that whilst targeted lifts are accepted, indiscriminate ones which indicate that candidates have not understood either the question or what they are writing as a response, are not. Targeted lifts means that candidates do not have to answer using their own language and may rely on the language in the text when this is appropriate.

(a)

Most candidates understood the question and were able to convey enough information for at least one mark, usually *sozial und wirtschaftlich benachteiligte Menschen*. Incorrect answers tended to focus on the *18 000 Menschen, die kostenloses Essen bekommen*.

(b)

The candidates who read the text carefully and were able to extract the detail were successful here. Unfortunately, many candidates who gave answers along the correct lines omitted *zu Hause* - an essential element in this answer.

Unsuccessful answers focused on either *Mittagessen für arme Kinder* or *die Tafel versorgt einige Schulen mit Mittagessen*.

(c)

This question too proved to be an excellent discriminator between more able and less able candidates as it required a very exact answer. Those candidates who read the text carefully and closely were able to extract the precise details needed. Indiscriminate lifting was not uncommon e.g. the whole sentence *Um einen Berechtigungsschein zu bekommen, muss man nachweisen, dass man wirklich nicht genug Geld hat* but this could not be rewarded as it did not address the question at all. More able candidates were able to move beyond the lift and manipulated the language by using e.g. *es kommt darauf an / es hängt davon ab, wie viele Personen [...]* Candidates should not expect to be able to lift verbatim for all questions. They should also be aware that some questions will be more challenging and require more precision in their answers.

(d)

This question produced mixed fortunes. It was necessary to read the question carefully and thus appreciate the significance of the *Was würde...*

Answers such as *die Tafel sammelt jeden Morgen Lebensmittel, Sie sammelt die Produkte mit den Transportern* did not address the question as set.

(e)

Many candidates were successful here and gave answers such as *sie haben einen kleinen Schönheitsfehler* or *sie sind nicht perfekt*. Incorrect answers included *weil sie zu teuer sind, weil es ungenießbar ist*. There was also much evidence of lifting e.g. *Vieles, was weggeschmissen wird, ist eigentlich noch genießbar* or *Weil wir alle an dieser Verschwendung beteiligt sind* which did not address the question as set.

(f)

The most popular answers here were *die Lebensmittel werden günstiger* and *es bleibt mehr übrig für die Hungernden*.

Unfortunately, there were very many instances of excessive lifting often starting with *Je weniger wir wegwerfen [...]* and continuing right up to the end of that paragraph. Candidates should be reminded that examiners will not reward these blanket lifts, even if the correct information is to be located somewhere within the lift.

(g)

The majority of candidates answered this question successfully. Some candidates appeared not to understand *beitragen* and offered answers such as *Sie tragen der Müll bei*.

A common answer was simply *Den anfallenden Müll zu Gunsten*.

(a) Was für Menschen bekommen kostenloses Essen von der *Karlsruher Tafel*?

(2)

Die Leute, die nicht genug Geld haben, ihre eigene Essen zu kochen. Sie sind sozial und wirtschaftlich benachteiligt.

(b) Wie ist die Situation in manchen Schulen?

(1)

Die Schulen bekommen Mittagessen von die "Tafel", um die arme Kinder unterstützen.

(c) Woher weiß man, wie viel kostenloses Essen eine Familie bekommen darf?

(2)

Man muss die Nummer von Familienmitglieder ansehen und die Familie, die im Haushalt viele Personen haben, bekommen mehr als die Familie, die weniger haben.

(d) Was würde man häufig mit einem Produkt machen, das falsch verpackt ist?

(1)

Den Produzent im Müllimer werfen.

(e) Warum möchten einige Leute manche Lebensmittelprodukte nicht essen?

(1)

Da sie nicht so schön wie möglich aussehen.

(f) Was sind die Vorteile, wenn wir weniger Essen verschwenden?

(2)

Das Essen würde günstiger werden und es würde mehr für die Hungenden übrig bleiben.

(g) Wie hilft die *Tafel* der Umwelt?

(1)

Es hilft, die wertvolle Ressourcen zu schonen.



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Examiner Comments

This candidate scores a total of 8 marks. The 2 marks lost can be accounted for in:

(b) Zero scored

(c) The candidate scores 1 mark only for the second part of their answer which conveys the message that the amount of food given is in direct proportion to the number of people in the family. Unfortunately, the response does not indicate how one would know how many people there are in the family.

(a) Was für Menschen bekommen kostenloses Essen von der *Karlsruher Tafel*?

(2)

Sozial und wirtschaftlich benachteiligte Menschen bekommen
~~das~~ kostenloses Essen von der *Karlsruher Tafel*.

(b) Wie ist die Situation in manchen Schulen?

(1)

Tafel ist in Schulen für Kinder, ^{von} ~~von~~ ärmeren Familien sind.

(c) Woher weiß man, wie viel kostenloses Essen eine Familie bekommen darf?

(2)

Darauf steht, wie viele Personen im Haushalt sind - eine vierköpfige
Familie bekommt natürlich mehr Essen ausgegeben als eine alleinstehende
Person.

(d) Was würde man häufig mit einem Produkt machen, das falsch verpackt ist?

(1)

Lebensmittel mit falsch verpackung im Müll landen würden.
~~Sie sammeln pro Woche etwa 100 Tonnen Lebensmittel~~

(e) Warum möchten einige Leute manche Lebensmittelprodukte nicht essen?

(1)

Manchmal hat der Apfel einen kleinen Schönheitsfehler, manchmal wird
ein ganzer Salat weggeworfen

(f) Was sind die Vorteile, wenn wir weniger Essen verschwenden?

(2)

Dadurch werden die Preise auf dem Weltmarkt fallen, Lebensmittel
werden günstiger und es bleibt mehr übrig für die Hungernden.

(g) Wie hilft die *Tafel* der Umwelt?

(1)

Bei den anfallenden Müll zu Gunsten der Umwelt zu reduzieren
und dadurch wertvolle Ressourcen zu schonen.



ResultsPlus

Examiner Comments

This candidate scores 3 marks. They achieved 1 mark in parts (a), (d) and for the second answer in part (f). This candidate has lifted a considerable amount of material from the text but the lifts in parts (c), (e), (f) and (g) are not targeted and do not address the requirements of the question.



ResultsPlus

Examiner Tip

Whilst lifting from the stimulus text is allowed in this question, any such lifts must be targeted. In order to answer the question as set it may in fact not be possible to lift an answer directly: some manipulation of the stimulus material may be required or it may indeed not be possible to lift at all.

Question 8

This section consists of 1 writing task.

In question 8 candidates first read a short (55-75 words) stimulus in German which serves to provoke and support a response in German of 200 - 220 words. The rubric (in German) for this task includes a number of bullet points (between 4 and 6) which candidates must address in their response. The piece of writing is assessed positively according to assessment criteria grids. These grids reward students for content and response (15 marks) and quality of language (15 marks).

Candidates need to gain at least 1 mark for content to access marks for quality of language. The word limit is observed and examiners read no further than to the end of the sense group after 220 words.

Overlong answers remain a problem. In such cases, candidates run the risk of being unable to include the final bullet point within the word count. Candidates should be aware that any information which comes after the 220 words will not be assessed. The omission of one complete bullet point automatically reduces the content mark to a maximum of 9. Centres are advised to read the marking principles (at the end of the mark scheme) which detail exactly what will happen when a candidate completes a bullet point only partially, or indeed fails to address a bullet point at all.

Examiners were pleased to note that candidates found this session's task accessible and were prepared for the format of writing a letter although there were some informal *Hallo! Ich heiße ...*, but most candidates used the correct register with some suitable phrases at the end. The overwhelming majority understood the stimulus, the rubric and the task, and went on to cover the points in a structured way – one after the other, which is by far the best strategy. More successful candidates were able to link the points and go beyond the stimulus material to include information and ideas of their own. Less able candidates tended to rely heavily on the stimulus without adding much in the way of original ideas of their own.

The majority of candidates were able to write a formal letter, although many struggled with *Sehr geehrte Damen und Herren* e.g. *geharte/gehurte* and *Heeren* and some forgot to 'sign off' at the end.

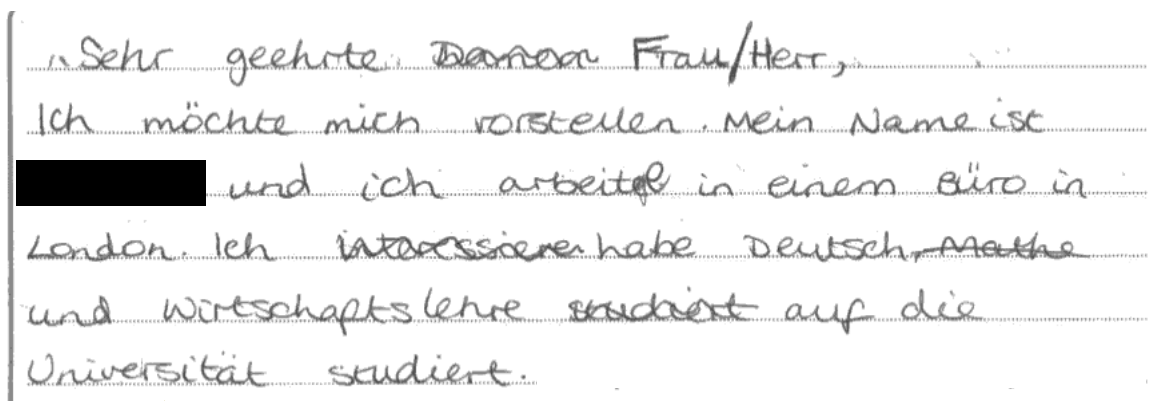
- Many candidates were unable to meet the first point: it was essential to have read the rubric carefully to understand the situation. Thus candidates who wrote to apply for a job with *Institut Tiegel* or those who stated they were either still at school or working in an office in a non-Austrian town, or had been working in an office for 5 years and were looking for a change, were not successful in addressing this bullet point. Candidates should be reminded that nothing appears on the paper needlessly and that they should read all the information given.
- Many candidates addressed the second bullet point in rather vague terms e.g. *weil ich nicht gut mit Informatik bin* or *um etwas anderes zu machen*. More able candidates went beyond the concept of *bessere Qualifikationen* to develop ideas about specific jobs or aspirations that would be helped by their completing the course.
- Not all candidates were able to separate clearly bullet points 3 and 4. It was not uncommon to learn that candidates felt that *Fernunterricht* was an easy learning option whereby they could watch the course on television - *Ich bin ziemlich faul*, also *ist es ideal für mich*. Others misunderstood this to be a course on media, leading to jobs such as a TV producer. Other candidates ignored the import of the *Fern-* and wrote at length about the advantages of studying and the importance of *Informatik in der heutigen Welt*.

- This point was usually addressed successfully with reference to the stimulus: most candidates preferred option b) *Modernes Telelearning*. Reasons given for this tended to focus on the use of modern technology and the accessibility of the internet and the course material, although more able candidates mentioned that option b) was *umweltfreundlicher and man verliert nicht so viele Blätter Papier und alles ist ordentlicher*. A small number of candidates compared the two options in a discursive manner.

Language

Almost all candidates attempted some complex structures e.g. subordinate clauses (mostly *weil* and *obwohl*), relative clauses, the conditional and occasionally the passive – although this often cropped up in pre-learnt phrases such as *es kann nicht geleugnet werden* or *es muss gesagt werden*. The lexis was generally good with most candidates demonstrating a sound command of the topic specific lexis. In some cases, *Kurs* was often spelt *Kurz*, despite its appearing in the stimulus. *Fernunterricht* was often given as *Fernunterrichts* when discussing bullet 3. The register in what was meant to be a formal letter was not always correct e.g. *Ich habe deine Anzeige im Internet gesehen*. At this level, candidates should be aware of the requirement for a formal letter to be written in the polite form. Subject – verb agreement, plural forms, genders, case, tense and word order (especially when attempting multiple subordinating conjunctions - *Ich glaube, dass wenn...*) continue to challenge.

However, there were very few instances where the accuracy of language posed very real obstacles to communication.



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Examiner Comments

This candidate has not read the rubric for the task. They are not on a gap year in Austria and are not working in an office in Austria.



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Examiner Tip

It is essential to read all parts of the task - stimulus, rubric and bullet points - before putting pen to paper to ensure you have a clear understanding of the situation and the expectations. This will help you to write relevantly.

This candidate scores 13 for Content and Response and 14 for Quality of Language.

Institut Tiegel

Sehr geehrte Direktion,

Mit großen Interesse habe ich ihre Anzeige gelesen und ich möchte mich Ihnen vorstellen.

Ich heiße [REDACTED] und ich bin achtzehn Jahre alt. Zur Zeit

arbeite ich in einem Büro aber ~~es~~ ^{meine Arbeit} ist ~~nicht~~ sehr versorgt

keine Herausforderung. Wenn ich die Chance diesen Kurs zu studieren

hätte, wäre ich äußerst aufgeregt, weil Informatik meine große

~~Leidenschaft~~ ^{ist}

Leidenschaft ist, und das ist warum, ich ^{Innen} ~~es~~ ^{schreibe}.

Ich würde diesen Informatikkurs machen wollen, weil ich der

Berufstiker hinaufzusteigen will und je mehr Qualifikationen ich

~~habe, desto~~

habe, desto besser sind meine Aussichten. Außerdem ist es

oft behauptet worden, dass eine Informatikqualifikation sehr wünschenswert

Sei.

Für mich ~~ist~~ ^{wäre} dieser Fernunterrichts sehr vorteilhaft, weil Sie

behaupten, dass diese Qualifikationen zählen ganz besonders in der

Berufswelt und ~~das~~ ich brauche ~~nein~~ ^{es} ~~ein~~ ^{mehr} Einblick in

Berufsleben. Außerdem wäre es sehr günstig, in meinem

eigenen Tempo zu lernen, da ich sehr beschäftigt bin, wegen

meiner Arbeit und mehrere Freizeittätigkeiten.

Der Kurstyp, der ich bevorzugen würde, wäre 'Modernes Telelernen';

~~weil~~ ~~flüchtig~~ ~~ich~~ ~~davon~~ ~~überzeugt~~ ~~bin~~, ~~dass~~ ~~das~~ ~~Lernen~~ ~~Online~~ ~~lernen~~

~~viel~~ ~~effektiver~~ ~~ist~~ ~~der~~ ~~einfachste~~ ~~Weg~~ ~~zu~~ ~~lernen~~ ~~ist~~.

~~weil~~ ~~es~~ ~~denn~~ ~~laut~~ ~~einer~~ ~~neuerlichen~~ ~~Umfrage~~, ~~ist~~ ~~es~~ ~~bewiesen~~

worden, dass man wirksamer Online lernt und für mich ist das

wichtig.

Ich kann es kaum erwarten, diesen Informatikkurs zu machen,

denn ~~welt~~ ~~als~~ wie ich früher erwähnt ~~gestagt~~ habe, ~~ist~~ Informatik ~~ist~~ meine Leidenschaft

und ich ~~wird~~ ~~mehr~~ ~~über~~ ~~Informatik~~ ~~wissen~~. mehr über Informatik lernen.

Hochachtungsvoll.



ResultsPlus

Examiner Comments

Content and response:

- The candidate covers all 4 bullet points relevantly and with some development. The piece of writing is generally well balanced.
- The rubric has been read and understood and the candidate response is appropriate and developed.
- The candidate refers to the stimulus appropriately and offers some independent information.
- Evidence of development here- the candidate refers to the stimulus but adds independent information.
- This bullet point is not dealt with quite as well as the other 3.

Overall though this is well done, and three of the four bullet points are well-developed. The candidate has exploited the stimulus but has introduced some independent ideas and information.

Language:

The use of language is sound. There is some lifting from the stimulus but there is also a great deal of independent language. Communication is excellent with the exception of the anglicism *Berufsleiter*. The piece reads fluently.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice.

(a)

Candidates should devote adequate time to the practice of transferring meaning fully, accurately and appropriately from German into English. This is a very useful skill in any case and will pave the way for the translation in A2 Unit 4.

(b)

Candidates should be familiar with the various marking principles detailed in this report. This will help to maximise performance.

(c)

Basic grammatical knowledge remains essential. This is evident in section C: Writing, and it also helps to ensure unambiguous communication of responses in German in both Q4 (in the listening section) and Q7 (in the reading section).

(d)

Sufficient time must be accorded to Q8 since 30 of the total 70 marks are allocated to this question.

(e)

It is crucial to the content mark in Q8 that each bullet point is addressed directly and fully. Examiners would recommend that the bullet points be addressed sequentially.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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