

Examiners' Report
June 2014

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 eg 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-working 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.

Full sentences are not required in this task but candidates should be aware that full and detailed information is. They should also be aware that some questions will be more challenging than others to achieve the required discrimination in performance.

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

Examiners saw the full mark range on this question, although very few scored 0. Some candidates overlooked the need for lifts to be targeted and tried to transcribe virtually everything they thought might be relevant, in the hope that the correct answer was to be found in there somewhere. Others transcribed the wrong section, and others again did not transcribe quite enough to gain the mark. Often transcription led to some very strange spellings, or even new words.

a) Many candidates scored both marks here. By far the most successful answers were along the lines of *Man wechselt das alte Stück nicht gegen Geld sondern gegen einen anderen Gegenstand* although the transcription of *Gegenstand* was frequently incorrect for example *gegen Stand*, which would indicate that candidates had not really understood this word. A significant number lifted *Internet-Tauschbörsen gehen einen Schritt weiter* and while this would be considered a harmless preamble to the correct answer, it is not the answer in itself so could not score.

b) Again, a high level of success was achieved here, often by lifting *Bei Netcycler kann man alles tauschen* from the text. There were some interesting spellings of *prinzipiell* but examiners were instructed to be tolerant on this count. Where candidates were unsuccessful this was often because they lifted an incorrect part of the paragraph eg *nur Bücher, CDs und DVDs*.

c) Most candidates were able to score the mark for the first element – *es ist kostenlos/gratis*. The second element was often completely lifted, but even very good candidates found *Versandservice* and *Versandkosten* tricky to spell and it was often not possible for examiners to reward this element due to the spelling eg *Finanzservice*. Some candidates did not give quite enough information in this second element – so they wrote eg *es gibt*

einen *Versandservice* or *es gibt einen anderen Service* or *es gibt andere Kosten* none of which could be credited. It was also clear that some candidates had not been able to unpick *der Kunde* and Examiners saw responses such as *die Versandkosten muss erkunde schon übernehmen*.

d) Again spelling of *Neukäufe* presented some problem to many. Nevertheless there was a pleasing level of success in responses to this question.

e) This question discriminated very well. Many candidates gave the same answer twice but in different ways and were thus eligible for one mark only. The response focusing on *transportieren* and/or *Verkehrsmittel* was the more frequent. Those candidates who recognised there was a second element often cited just *die Verpackung* or amplified slightly with *auch die Verpackung geht auf das ökologische Konto* – neither of which gave enough detail to merit the mark. More able candidates, however, did recognise the importance of *einzel*n *verpackt*.

Hörtext 4 Internet-Tauschbörsen

4 Sie hören ein Interview mit Renate Irmischer von der Internet-Tauschbörse *Netcyclers*. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wie unterscheidet sich eine Internet-Tauschbörse von einem Internet-Auktionshaus?

(2)

Internet-Tauschbörse gehen einen Schritt weiter. Man wechselt das alte Stück nicht gegen Geld sondern gegen einen anderen Gegenstand.

(b) Inwiefern ist *Netcyclers* anders als viele Tauschbörsen im Netz?

(1)

Bei *Netcyclers* kann man prinzipial alles tauschen sogar Autos und Motorräder

(c) Was kostet es, *Netcyclers* zu benutzen?

(2)

Die Tauschbörse selbst

ist ~~ist~~ kostenlos aber sie bieten einen Versand-Service an, der

die Kunden mussten natürlich schon übernehmen.

(d) In welcher Hinsicht ist eine Tauschbörse umweltfreundlich?

(1)

Der ~~Gebrauch~~ Handel im Internet führt zu weniger neu Käufen

(e) Welche negativen ökologischen Effekte hat eine Tauschbörse?

Geben Sie **zwei** Beispiele.

(2)

Die Entfernung über die die getauschte Ware transportiert werden muss

Die Wahl des Verkehrsmittels, mit dem sie versandt wird



This exemplar scores 7 out of the 8 marks:

- a) 2 marks can be awarded here. The candidate's first sentence is considered to be a harmless addition which is then followed by the two elements needed for the 2 marks.
- b) This response can score the mark. Examiners tolerated a wide range of misspelling of *prinzipiell* and the rest of the response communicates fully the correct answer to the question.
- c) 2 marks were given for this response as well. The candidate has struggled with the spelling of *Versandservice* but here again examiners were tolerant of spellings of *Versandkosten* and *Versandservice*. The rest of the response is very clear and shows that the candidate has understood what s/he has heard.
- d) This response merits the mark. Ideally, one would be looking for *führt zu weniger Neukäufen* but what the candidate has written communicates the message unequivocally.
- e) This response can score only 1 mark since both elements are related to the same point. There is no reference to the items being packaged individually which is the second element required for the second mark.

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.

While most candidates undoubtedly understood this text, many struggled 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) It was clear that most candidates had understood this section of the text but unfortunately were unable to transfer the meaning accurately. Examiners read responses such as *they are not interested* – whereas the correct answer was *they said nobody was interested* and the mark scheme also allowed *they said it was not interesting*. Examiners adopted a tolerant approach to *direkt* accepting *directly*.
- b) This proved the most accessible question in this task. Most correct responses focused on *she had put so much/a lot of effort into it* but those who struggled with *Mühe* offered the alternative *they did not even look at it*.
- c) Precision was important here. Examiners saw many correct answers on the lines of *they all belong to the same group/gang/friendship circle /clique* and equally *she does not belong to their group*. Where candidates had written eg *she is not in a clique* this could not be credited as it is not precise enough to reflect the meaning of the original text. Other incorrect responses focused on *they feel strong* (as first element) or *they are mean*.
- d) This proved to be a differentiating question. Although candidates could often identify the correct part of the text required for this answer, they were not able to transfer the meaning of *meine Entscheidungsfreiheit* felicitously. Often it was rendered as *freedom of speech* or *freedom of choice*. Those candidates who opted to focus on *eigenständig handeln*, frequently transferred it as *she wants to be independent* which does not mean the same thing. Some candidates offered *she wants to handle the situation on her own*. Examiners frequently read *she wanted to participate in group work* as an answer for this question whereas it is a possible answer to the next question.
- e) Candidates enjoyed success with this question. The most popular answer was *she has told (her parents) and her teacher but the teacher has done nothing about it*. Unfortunately, some candidates stated that *her parents and teachers have done nothing to help*.

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) How did the other members of the work group react to Sonja's contribution on Africa?

(1)

They said that it wouldn't interest anyone and threw it away.

(b) Why did this upset her particularly?

(1)

because she put a lot of effort into it

(c) According to Sonja, why do they try to shut her out?

(1)

Because she is shy and she is not part of their "Clique"

(d) What is especially important to Sonja?

(1)

That she takes part in group activities

(e) Why would she welcome advice from others?

(1)

Because she really wants to do well and be part of it.

(Total for Question 6 = 5 marks)



ResultsPlus

Examiner Comments

This exemplar scores 2 marks:

- This response scores the mark. The candidate has given the reaction of the other members of the group. In fact the candidate has mentioned both parts of their reaction but there is only one mark to be awarded here.
- This candidate has understood *viel Mühe* and has been able to render it felicitously in English. This scores the mark.
- This response cannot be credited. We must apply the order of elements here and the first element in the candidate's response *because she is shy* is not a correct response to the question. Thus although the second element is correct, it cannot score. Candidates should be mindful of the order of elements when giving their responses.
- The candidate's response here is in fact an allowed response to the final question (so part e). Candidates should remember that the questions will go in sequence according to the text. No mark is given for this response therefore.
- There is no basis in the text for this response: it is no doubt the case that the Sonja wants to do well but the text does not substantiate that statement. It is also not at all clear what the *it* refers to. This response cannot be credited.

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. 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 while targeted lifts are accepted, indiscriminate ones which indicate that candidates have not understood either the question or what they are writing as a response do 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.

Both masculine and feminine forms (eg *er/sie* and *sein/ihr* etc) were accepted for René throughout.

a) The majority of candidates understood this question and responded with excellent and clear answers. Those who were unsuccessful tended to give answers such as *sie benutzt nur Sonnenenergie* or *er verbraucht keinen konventionellen Treibstoff* without making it clear what the *sie* or the *er* referred to so that communication was ambiguous and thus the response could not be credited. The next answers referred to *das Flugzeug* or *die Maschine* which left no room for any doubt.

b) Again, most candidates understood the question but some struggled to communicate their answer clearly. The phrases *sensibilisieren für* and *aufmerksam machen auf* proved tricky for many and the prepositions were often omitted in the responses eg *Er will zu sensibilisieren die Notwendigkeit des Energiesparens und zu machen das Potenzial der Solarenergie aufmerksam.*

In addition, the concept of *das Potenzial der Solarenergie* was often missing from what was an otherwise correct response. Many candidates failed to recognise or understand *keineswegs* and gained 1 mark only as they gave *einen Weltrekord zu erlangen* as the first element in their response.

c) This question proved to be more problematic. Candidates seemed to struggle to identify the relevant part of the text here. Only stronger candidates gave an answer using a causal phrase eg *weil sein Flugzeug so groß ist wie ein normales Flugzeug...* Some answers recognised the comparison eg *es ist ähnlich* but did not go on to mention the crucial information of size. The most common approach was to lift a disjointed chunk from the 3rd paragraph eg *es wiegt nur 1600 Kg, hängt die kleine Kabine des Piloten* or *hier nicht eingeplant* which of course did not answer the question at all. Some candidates tried to explain why there is no space for passengers which again does not answer the question. Some candidates appeared to misunderstand the significance of the *überraschend* in the question and responded that the plane was too small.

d) Examiners noted that many answers were incomplete or misleading in terms of the information candidates gave. There was often no reference at all to *Solarzellen* and answers such as *die Propeller laden die Batterien auf* or *es gibt Batterien für den Nachtflug* or *die Batterien haben Energie von der Sonne* were frequent. Candidates are reminded of the need for precision and sufficient detail.

e) Candidates generally found this question more accessible. They often manipulated language from the text to provide an answer such as *weil er auf jedem Kontinent eine Zwischenlandung eingeplant hat*. Unfortunately, some candidates focused on the duration of the journey or Müller's need for sleep. It is worth reminding candidates that questions will always follow the sequence of the text.

f) The majority of candidates were able to score one mark for *Yoga und Entspannungsübungen* but were then not exact enough in the rest of their response to score the second mark. Answers such as *eine spezielle Kleidung könnte ihn wachrütteln/wecken im Notfall* were common but this is not what the text states so this is not an answer which can be credited. It is perhaps surprising that *einschlafen* proved to be so challenging. Many answers once again did not give enough information eg *er wird Kleidung mit Sensoren tragen* or *besondere Kleidung tragen*.

g) This question was accessible to many candidates. Incorrect answers were usually too vague eg *er hat schon Testflüge gemacht, er hat zwei erfolgreiche Flüge gemacht* or *er hat das Flugzeug eine lange Zeit/viele Stunden in der Luft gehalten*. Again, candidates are reminded of the need for precision.

h) Examiners were pleased to read many correct answers eg *Müller hält (or haltet) den Verbrauch von fossilen Brennstoffen für unverantwortlich*. However, not all candidates were able to link *gewöhnlich* in the text to *konventionell* in the question. Incorrect answers usually relied on unsuitable and non-targeted lifts from the last paragraph (sometimes very long indeed). Several answers did not quite answer the question eg *er fördert saubere Energie, er zieht saubere Energie vor, er will zeigen, dass Fortschritte möglich sind*.

7 Beantworten Sie die folgenden Fragen **auf Deutsch**. Sie sollten so weit wie möglich Ihre eigenen Worte benutzen.

(a) Wieso werden während dieser Weltreise keine Emissionen produziert?

(1)

Die Flugzeug
~~Es wird kein~~ kein konventioneller Treibstoff verbraucht.
(Es wird Solarenergie benutzt).

(b) Was sind die Ziele von René Müllers Projekt?

(2)

• Es wird zeigen, dass Menschen für die Notwendigkeit des Energiesparens zu sensibilisieren und sie auf das Potenzial der Solarenergie aufmerksam zu machen.

(c) Warum ist es überraschend, dass es an Bord keinen Platz für Passagiere oder Fracht gibt?

(1)

Es hat eine große Spannweite von 64 Metern (ähnlich wie ein Flugzeug mit 275 Sitzplätzen an Bord).

(d) Wieso ist der Nachtflug möglich?

(1)

Die Flügel sind komplett mit 12000 Solarzellen ausgestattet, die vier Propeller mit Energie versorgen.

(e) Woher weiß man, dass Müller nicht nonstop die Welt umrunden wird?

(1)

Es kann nur bis vier Tage und Nächte pausenlos fliegen (und es macht 60-80 km pro Stunde). Ein Weltreise würde 20 Tage nehmen.

(f) Was wird Müller machen, damit er unterwegs wach bleibt?

(2)

• Mit Yoga und Entspannungsübungen will er unterwegs seine Leistungsfähigkeit aufrechterhalten und spezielle Kleidung soll ihn warmen wenn er einschlafen.

(g) Wieso weiß Müller schon, dass seine Maschine zu einer Weltumrundung fähig ist?

(1)

Schon im Juli 2010 konnte Müller das Flugzeug mehr als 24 Stunden in der Luft halten.

(h) Warum würde Müller mit keiner konventionellen Maschine fliegen?

(1)

Die gewöhnlichen Flugzeuge ~~ist~~ wird sauberen Energien zu fördern.



This exemplar scores 6 marks:

- a) This is correct. Since we are not assessing quality of language here, we can accept Die Flugzeug as it communicates clearly. The incorrect word order does not impinge on communication either.
- b) This response scores 1 mark only. The first part of the response does not make sense although it contains the target lexis. While we accept targeted lifts, candidates must ensure that what they have lifted does communicate unambiguously. No mark can be given then for this first part. The second part of the response is correct and does communicate so it can be rewarded.
- c) This response is correct and communicates clearly.
- d) This response does not give all the required information in relation to the question asked. There is no mention of the solar cells charging the batteries, which is of course what the night flight will depend on. Candidates should try to ensure that they give all relevant details in their answers.
- e) This response does not score. It does not address the question.
- f) Despite errors in the language used, this response communicates clearly both elements of the target answer and scores 2 marks.
- g) This is a targeted lift but is absolutely correct and so scores the mark.
- h) The response does communicate clearly although the candidate has made the link between *konventionell* and *gewöhnlich*. No mark can be awarded here.

Question 8

This section consists of one 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.

Fortunately, overlong answers were very much less of a problem this session. Nevertheless, there were essays which stretched well beyond 220 words. Candidates should be aware that any information which comes after the 220 words will not be assessed.

Some candidates did not cover the last bullet point at all, or only just touched on it, within the word limit. The omission of one complete bullet point (whether as a complete omission or outside the word count) 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.

There were fewer long and irrelevant introductions in which candidates wrote about themselves and their reasons for writing, thus wasting valuable words.

Examiners were pleased to note that candidates found this task accessible: they were prepared for the topic of Travel and transport and the related vocabulary seemed to have been well learned. The overwhelming majority understood the stimulus, the rubric and the task, and went on to cover the points in a structured way – fairly evenly, 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.

While it was possible to include environmental considerations as part of a balanced argument, this was not an email on the topic of the environment. Those who made this the focus of their response, did so to the detriment of other valid points around travel and transport.

Bullet point 1:

This was usually well addressed. More able candidates in particular picked up points from the stimulus, reformulated and developed them or came up with ideas independent of the stimulus eg social aspect, more fun, less stressful and lonely, environmentally friendly. Less successful candidates tended to lift from the stimulus and offer little extra in the way of ideas. Some focused on one reason only, usually cost. A number of weaker candidates chose to write about the pros and cons of owning a car, or the advantages and disadvantages of car sharing or the advantages and disadvantages of cars. None of these approaches addressed the bullet point as required.

Bullet point 2:

Successful responses to this bullet point managed to express succinctly the advantages and sometimes disadvantages of public transport eg trains, buses, trams, underground trains, planes. Arguments focused on public transport being faster, cheaper and better for the environment, offering opportunities to meet people and to enjoy the scenery, requiring less concentration. Mopeds, cycling and walking (this latter often rendered as *wandern*) were also offered as viable alternatives to car sharing, often with very convincing supporting arguments eg for cycling - private and bike hire schemes, benefits of exercise to health, less traffic on the roads so safer for cyclists and lower levels of pollution. Similarly for walking - benefits to health of the exercise, no pollution, ideal for shorter distances. Some candidates also referred to car hire which offers access to a car only when one needs it, without all the associated costs of own car and taking a taxi- which is cheaper than owning a car since you use only when required. Candidates should be advised that simply mentioning eg public transport is not enough if they are striving for marks the higher assessment criteria bands for Content and Response – they do need to offer some development.

A significant number understood the alternatives to be linked to *Freunde teilen sich ein Auto* in the stimulus or *Mitfahrgelegenheit* but both of these are a form of car sharing, not an alternative to it.

Bullet point 3:

The third point was sometimes interpreted as *the most popular means of transport* and it was not uncommon for weaker candidates to repeat arguments previously mentioned in bullet point 2. More able candidates did not fall into the trap of simply repeating information from the previous bullet point but chose another form of transport and expanded on its advantages. A significant number of candidates confessed to having the car as their favourite means of transport.

Bullet point 4:

Here *man* was usually understood to be the government, town councils society or the media. Suggestions here included:

- more tax on cars, higher fuel prices, congestion charges, car-free days, car-free periods in the day (eg 11am - 2pm), building more 2+ car lanes, such as those in Bristol
- promoting bikes, more cycle lanes, more pedestrian-only / car-free zones in city centres
- better, cleaner and cheaper buses, expanding public transport in rural areas where there simply is not enough
- more information/adverts (TV/internet/posters/social networking) for public transport and /or car sharing, encouraging celebrities to promote car sharing
- rewards-based schemes
- more education to raise awareness of the negative consequences of too much car use.
- Some candidates wrote about what one (as an individual) should do practically. This led to somewhat vague or unclear arguments eg *man kann mehr Carsharing machen* or *Leute sollen mehr Rad fahren*. Some weaker candidates gave ideas for encouraging car use - presumably they did not understand *verzichten auf*.

Language

Most candidates seem to have been well prepared for this topic and were able to deploy the lexical items needed although a number did not realise that *Verkehrsmittel* on its own is not public transport. Many candidates managed very skilfully to include a lot of information without exceeding the word count by using short sub clauses or relative clauses eg *was auch umweltfreundlich ist* or *weil es auch gesund ist/fit hält*.

Almost all candidates attempted some complex structures eg subordinate clauses (mostly *weil, obwohl, als* and *wenn*), relative clauses, conditional and subjunctive (especially in bullet 4) and occasionally the passive although this was often in pre-learned phrases such as *es muss gesagt werden* or *es kann nicht bezweifelt werden* but these were well integrated. Most candidates were able to use modal verbs correctly, which was not the case with adjectival endings. Inversion was usually followed by correct word order.

Unfortunately, there were very many candidates who wrote *mit dem Bus zur Arbeit gehen, zum Fuß gehen, bei Bus oder Zug fahren* or *zur Arbeit wandern* or *spazieren gehen*. In order to cover the last point even strong candidates tried to use the infinitive clause *um mehr Leute auf das Auto zoo verzichten, solute man*

SECTION C: Writing

Text 8

Carsharing

Das Auto ist für viele Ausdruck von Freiheit, Flexibilität und Mobilität. Dabei ist es kostspielig – z. B. Versicherungsprämien, Reparaturen, Spritkosten... Hinzu kommt die nervige Suche nach einem Parkplatz.

Carsharing bedeutet weniger Kosten und weniger Ärger. Zu professionellen Carsharing-Organisationen gibt es Alternativen, wo Freunde sich zusammentun und ein Auto teilen.

Für alle, die ab und zu ein Auto brauchen, also nicht täglich darauf angewiesen sind, ist das Auto-Teilen genau richtig.

8 Sie lesen diesen Artikel in einer Zeitschrift. Schreiben Sie eine Email an die Redaktion der Zeitschrift **auf Deutsch (200–220 Wörter)**, in der Sie auf Folgendes eingehen:

- ① • warum einige Menschen ein Auto teilen
why some people ~~own~~ share a car.
- ② • die möglichen Alternativen zum Carsharing
possible alternatives to car sharing.
- ③ • welche Verkehrsmittel Sie am liebsten benutzen
which mode of transport is your favorite to use.
- ④ • was man tun könnte, damit mehr Menschen auf das Auto verzichten.
what can one do, so that more people don't rely on car.

PLAN

- ① • saves money → less petrol.
→ only use every other day, car in better condition.
• less traffic on road. • share stress of driving when busy.
• for company in long journey → sociable, meet new people.
- ② • public transport → busy, miss train, costly (London).
• walking → good for health.
• cycling → dangerous must wear helmet
- ③ • car → quick, easy, convenient (good in bad weather).
• walking in summer. • horse riding.
- ④ • Government advertise benefits of carsharing.
• Increase taxes on petrol. → environmentally friendly.

^{'Carsharing'}
Es ist eine bekannte Tatsache, dass ~~immer mehr~~ Menschen immer mehr beliebt ^{geworden} ist, aus verschiedenen Gründen. Zum Beispiel, 'Carsharing' erlaubt man Geld zu sparen, weil man wenig Benzin pro Monat verbrauchen kann. Weiterhin, ~~man~~ wählen manche heute 'carsharing' da es ^{kontaktfreudiger} besser ist, wenn man mit ein Freund für eine lange Reise ist, ~~deshalb ist~~ 'carsharing' ~~mehr kontaktfreudiger~~. Außerdem, gibt es keine ~~Druck~~ und stress wenn man der Fahrer ^{nur} jeden zwei Tag ist.

Es ist wahr, dass es viele möglichen Alternativen zum Carsharing gibt. Erstens, die meisten Bevölkerung mit dem ~~Bus~~ oder Zug fahren. ~~Alle~~ Allerdings, die Züge oft ganz geschäftigt ~~und sind~~ und teurer geworden sind. Auf der anderen Seite, ~~es~~ sind Sie ^{sind Sie häufiger} oft ~~spät~~ ^{gesundes} als andere Verkehrsmittel. ~~Ein weiteres~~ Alternative ist ~~spazieren~~ wenn man ~~zu~~ ^{zu Fuß} ~~Schule~~ oder die Arbeitsplatz ^{geht}, ~~spazieren kann~~, ~~es~~ weil es wirklich gute körperlich Bewegung ^{ist} und kann Ausdauer verbessern. ~~und~~ auch ~~Krankheiten~~ ~~(wie~~ ~~Herz)~~ ~~verhindert~~. Außerdem, wenn man Rad fährt, ~~es~~ ist es ~~so~~ heilsam für ~~Persönlich~~, ~~glaube~~ ich, dass die Gesundheit, aber es ist auch ziemlich gefährlich. Letztes Jahr, gab es viele Verkehrsunfälle mit Fahrer in London deshalb muss man immer einen Helm tragen, wenn

man dies Alternative wählt ~~man~~.

Persönlich mein ~~z~~ liebsten Verkehrsmittel ist mit ~~dem~~ das Auto fahren, weil es schneller, einfacher und günstiger als andere Verkehrsmittel und ~~das~~ ^{ich} ~~denke~~ denke, dass ~~es~~ das ein unbezahlbar Vorteil ist. Auf der anderen Seite, würde ich immer häufiger spazieren, wenn das Wetter besser wäre!

Ich bin der festen Überzeugung, dass die ~~Regierung~~ ^{Regierung} mehr tun sollte, ~~aber~~ um 'Carsharing' zu fördern. ~~Zum~~ ^{zum} Beispiel, ~~die Regierung die Vorteile für die Umwelt~~ ^{zum Beispiel,} finanzielle Vorteile werben. Außerdem, vielleicht könnte die Regierung die Steuern auf Benzin steigen, sodass mehr Menschen auf das Auto verzichten. Weiterhin, könnte man andere Leute zureden, dass 'Carsharing' eine ausgezeichnete Idee ~~ist~~ ^{ist} und es ~~kann~~ ^{hat viele positive} führen zu ~~vielen~~ ^{zu} Aspekten, wie; weniger Luftverschmutzen. ~~und als ein Folge, es kann~~ ^{deshalb} die Fälle von ~~Lungenkrebs~~ ^{hilft es der Zahl} ~~senken~~ ^{reduzieren} ~~verhindern~~.



The candidate has covered all 4 bullet points but unfortunately the piece is too long and therefore the final bullet point cannot be considered in full. Examiners have to observe the 200 - 220 word limit in the interests of fairness to all candidates. Material up to the end of 6th line in the final paragraph (*auf das Auto verzichten*) was considered. Candidates should be reminded of the need to adhere to the word count.

The candidate addresses the bullet points in sequential order and the piece is thus well ordered. Bullet point 1 is well developed and includes some independent ideas. Bullet point 2 is equally well-developed, considering the pros and cons and including some independent ideas. Bullet point 3 is the most concise but nevertheless the candidate had managed to include some development in a few words. Bullet point 4 is addressed and one point is made within the word count. This fulfils the criteria in the 10 - 12 band for Content and response and we would award it 12 as it is looking up to the criteria in the 13 - 15 band.

The Quality of language grid considers Communication, range of lexis and structures and accuracy. Communication is largely excellent throughout - there are a couple of slips. The range of vocabulary is appropriate and wide, and the range of structures attempted is ambitious and wide. The weakest point is the accuracy. However, in view of the richness of lexis and structures attempted and the level of communication achieved, this performance just edges into the 13-15 band and so was awarded 13.

Thus a good score of $12 + 13 = 25$

Paper Summary

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

- 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
- candidates should be familiar with the various marking principles detailed in this report, which will help to maximise performance
- basic grammatical knowledge remains essential which is evident in section C: Writing, of course, but it also helps to ensure unambiguous communication of responses in German in both Q4 (in the listening section) and Q7 (in the reading section)
- sufficient time must be accorded to Q8 since 30 of the total 70 marks are allocated to this question
- it is crucial to the content mark in Q8 that each bullet point is addressed directly and fully and 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:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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