

Examiners' Report  
June 2014

GCE German 6GN04 01

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# Introduction

In this paper the candidates are required to answer questions in three different sections:

- Question 1. A translation into German
- Question 2. A creative or discursive essay in German
- Question 3. A research-based essay in German.

Candidates are free to organise the time as they wish, although it should be remembered that the second and third questions are worth 90% of the marks available.

There is a maximum of 100 marks available for this paper.

10 marks are awarded for the translation.

45 marks are awarded for the language essay:

10 marks are awarded for range of language, 5 marks for accuracy, 15 marks for understanding and response and 15 marks for organisation and development.

45 marks are awarded for the research-based essay:

30 marks for reading, research and understanding, 9 marks for organisation and development and 6 marks for quality of language.

The paper is marked positively, using the criteria and the mark scheme published in the specification.

The translation produced results which indicated a slight deterioration from the previous year. A mark of 0 was not reported by any of the examiners and a mark of 10 was less common this year.

For Section B, option 2a was the most popular choice among candidates and 2c was the least popular.

The discursive essay produced a wide range of responses, 2e and 2f being the most popular. Most showed some or much knowledge of the topic and remembered to structure the essay correctly. It should be noted that a discursive essay may or may not cover both sides of the argument but the candidate does need to state his or her opinion clearly.

It is not considered good style to include the candidate's personal viewpoint as part of the introduction. This should be given once the argument has been discussed.

The most popular choice for the research-based essay was Literature and Arts, followed by History, Geography and Modern Society.

Despite warnings in previous reports as well as a reminder on the paper itself, this year, in the Geography option, chosen regions included India and Australia. A number of essays in this section failed to score because of this and many did not look at traditions specific to the region.

Modern German Society, as stated in the RBE guide, is post 1990. One essay in this section was based on the 1930s, and others did not discuss specific controversial events.

Geography and Modern Society were, as in previous years, not as high scoring and showed the least amount of research.

Rejected books and films this year included:

The Boy in the Striped Pyjamas, The Wave (book), Before I Die (Jenny Downham), Address Unknown (Kathrine Kressman Taylor), A Streetcar named Desire (Tennessee Williams).

**Only works originally written or filmed in German are acceptable.**

To summarise:

- centres must note that is a requirement of the specification that candidates should only choose German language films or books as well as German-speaking regions and the definition of modern German society is post 1990
- it should be noted that answers must be rooted in German Society; essays which are not will fail to score marks.

The following report, looking at each individual question, is intended to help centres to prepare for the examination in 2015.

## Question 1

All candidates attempt this question, which tests the knowledge and understanding of German grammar and the range of known vocabulary.

This year the translation was based on the link between the German city of Karlsruhe and the French region of Alsace, just over the Rhine. It seemed to be slightly less accessible to the candidates who scored less well overall than in previous years, particularly the final sentence which was almost never accurately translated.

The translation is divided into 30 sections, and given 1 mark each. This mark is then divided by 3 to give a final mark out of 10. Some sections are quite demanding, while others are straightforward. This is done intentionally so that all abilities can score in this question.

All candidates marked completed this question.

Capital letters either wrongly present or missing were a common mistake as was word order.

Many candidates appeared not to know the rules for capitalisation of adjectives such as German, European etc. Very few candidates managed the last sentence totally correctly. Subjunctives were generally well done, in comparison to less complex language.

Here are a few comments on individual sections:

1. This was often correct, but where not, the most common error was an incorrect conjunction (*seitdem, da*) or adverb (*leider*).
2. There was occasional misspelling of France. (*Frankreich*)
3. Candidates used in equal measures *möchte* and *würde gern*. Even some strong candidates wrote *möchtet*.
4. Again there were many correct answers, often *zur Universität*. Incorrect responses were *in Uni, auf Uni, zu Uni* or no preposition.
5. This was usually correct but not every candidate managed to spell *Deutschland* correctly.
6. Again usually correct, mostly *Großmutter* was used, although a few used *Oma*. No mark was due to the incorrect possessive adjective (*sein(e)* or missing ending *ihr*).
7. This was quite accessible for many, incorrect answers included *deren/wo/was/dass* and incorrect translations of born.
8. A number of candidates lost the mark due to *in der Nähe*, but it was often correctly translated.

Some unfortunately offered *neben* or *bei* or *nicht weit von Deutschland*.

9. The word *Grenze* was often correct (sometimes incorrectly *Grenzen Gränze*), but *deutschen* proved more difficult. Quite a number of candidates wrote it with a capital D and/or did not use it with the correct ending.
10. Many correct responses were either *sagte immer* or *hat immer gesagt*.
11. Not many candidates used the Konjunktiv I here so this was usually incorrect (*es ist/es war/daß es ...ist/war/wäre*). The form *sei* was needed here to gain the mark.
12. There were many correct answers, incorrect only where candidates omitted *sehr* or sometimes writing *wie wichtig es ist/sei*.
13. Again, this was mostly correct, incorrect answers used *besichtigen*.
14. Again, there were many correct. Where incorrect, it was due to using *die*, or wrong endings, either *anderen* and/or *Ländern*.

15. There were a large number of correct responses, in equal numbers *kennen zu lernen* and *kennenzulernen*. No mark was incurred due to *kennen* or *wissen*.
16. A number of candidates added the definite article, other incorrect answers included wrong endings for the adjective, the singular form *Kultur* or misspelling of *Kulturen*.
17. This was not always successful because of capital E or misspelling of *europäisch*, some candidates wrote *in Europa*.
18. This posed a problem for quite a large number of responses where candidates did not use the subjunctive but wrote *ging* or *geht* or used the wrong tense *wäre gegangen*.
19. This was often correct, but a surprising number wrote *in Karlsruhe* or *zu Karlsruhe*, or misspelt *Karlsruhe*. Many placed *zum Beispiel* after *nach Karlsruhe*, and some candidates wrote for 18 and 19 *wenn sie in Karlsruhe studiert*.
20. There were many correct answers, incorrect due to missing Umlaut (*konnte*).
21. This was almost always correct, often with *immer*, where incorrect, this was due to *immernoch*.
22. This seemed to have been accessible, where incorrect, candidates wrote either a wrong verb *bleiben* or wrong preposition, sometimes with possessive adjective *in (ihre) Haus wohnen*.

The majority of candidates found the last sentence very difficult, and very few were awarded full marks for this section.

23. There were not many correct answers here, where the correct verb was used, it was in the wrong tense *haben überquert*. Other verbs were *kreuzen*, *gekreuzt durchquert*, *gecrossen*, *Kreuzung gemacht*. Even fewer recognised the sentence should be in the present tense.
24. There were more correct answers, sometimes incorrect because of wrong article, sometimes (surprisingly) because of wrong noun *ee, Meer, River, Wasser, Rhien/Rhine*.
25. Again this was accessible and a number of correct translations were evident. No mark was awarded usually due to *zu Arbeit gehen*, *in Arbeit gehen*.
26. There was a large number of *jede Morgen*, some *jeden Tag*, but also many correct.
27. There were not many correct answers here, *zwischen* + dative presented problems. Various combinations were chosen as translation for tram-line, often with a hyphen, obviously adopted from the English text (*Bahn-linie/Bahn-line/U-Bahn*). The conjunction was often correct (either *seitdem* or *seit*), but some candidates wrote *bevor* or *weil*.
28. This seemed to have been more accessible as there were a number of correct responses. Incorrect answers included *gebaut war*, *aufgebaut/abgebaut/gebauen/abgebauen/gebauert*.
29. There were a number of correct answers, incorrect responses either used the wrong case (*die Stadtmitte*) or translated city centre incorrectly. Some wrote *Stadtmittel*.
30. Very many (including very strong candidates) wrote *der französischen Stadt von Lauterburg*, others used *Dorf* or misspelt *französischen*.

Here is an example of quite a good performance on the translation.

### SECTION A: TRANSLATION

#### Question 1

Translate the following passage into German.

Although Marie lives in France, she would like to go to university in Germany. Her grandmother, who was born near the German border, always said it was very important to visit other countries to get to know different European cultures. If she went to Karlsruhe, for example, she could still live at home. People have been crossing the river to go to work every morning since the tram-line was built between the city centre and the French town of Lauterbourg.

Obwohl Marie in Frankreich lebt, möchte sie auf die Universität in Deutschland gehen. Ihre Oma, die ~~in der Nähe~~ in der Nähe von der Grenze mit Deutschland geboren ist, hat immer gesagt, dass es sehr wichtig ist, andere Länder zu besuchen um unterschiedliche europäische Kulturen kennenzulernen. ~~Würde sie zu Karlsruhe~~ z. B. würde sie zu Karlsruhe gehen, würde sie z. B. zu Karlsruhe gehen, könnte sie immer noch zu Hause wohnen. Leute ~~haben~~ <sup>kreuzten</sup> den Fluss jeden Morgen ~~gehen~~ um zur Arbeit zu gehen, seitdem die Straßenbahnlinie ~~gebaut worden war~~ zwischen dem Stadtzentrum und der französischen Stadt Lauterbourg gebaut worden war.



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**Examiner Comments**

This candidate has done very well but has made some careless errors, which could probably have been avoided.

The fact that the candidate can translate passive constructions suggests that he or she ought to be aware that *zu Karlsruhe* rather than *nach* is wrong.

Do not use abbreviations in the translation, z. B does not show that the candidate actually knows *zum Beispiel*.

The translation asks for the German border, so *Grenze mit Deutschland* is not a direct translation. Do not paraphrase or transfer meaning. Translate directly.

*gebaut worden war* is excellent but unfortunately the wrong tense.



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**Examiner Tip**

Think carefully and always translate directly. Be careful with tenses.

## Question 2 (a)

This question required the candidates to write a creative essay based on a picture of two skiers in the Alps. Any development of the story was acceptable as at least two people featured in the story and reference was made to Gefahr. It is expected that stories will not become too fanciful, but at the same time not dull.

Some had good descriptions of the snow and the landscape of the mountains, using a good range of adjectives and nouns. Most candidates made good use of the stimulus and rubric, usually describing some accident. The essays were not always well-structured (for example, a too long introduction about a journey **to** the Alps and then not much development on the accident). There were a couple of factual essays about the dangers for skiers and snowboarders in the Alps, referring to avalanches and their causes, accidents etc. They were both well-written and structured but were not considered to be creative writing. Similarly, there were a couple of essays simply about the pros and cons of skiing without any reference at all to the picture.

Some really good essays often involved avalanches. Many students use the visual stimulus well and the story was about two people skiing in the Alps. Some students, however, did use the visual stimulus less well and although the essay included elements of danger, there were more or fewer than two people and no skiing was involved.

Here is an example of a reasonable attempt at this question.

Ich war für meinen Skiurlaub mit einem Freund, Niklas, in den Alpen. Wir sind ganz aus England geflogen um in der Schweiz ein gemütlichen Urlaub zu genießen. Der Tag war perfekt um Ski zu fahren, also packten wir unsere Sachen und waren innerhalb von Minuten in dem Wagen. Wenn wir dort ankamen war vor uns ein Berg der in den Himmel stieg, und durch die Wolken so das man die Spitze nicht mehr sah. Nachdem wir den Schilift nach oben nahmen, standen wir ~~an~~ an der Spitze der Welt und sahen die ganze Schweiz. Die Piste hatten sehr tiefen Schnee aber der Schnee war sehr <sup>saftig</sup> und frisch. Niklas ist zuerst gefahren, und ich hinterher. Aber hinter uns hörten wir ein ~~lautes~~ <sup>unheimlich lautes</sup> Kröhnen von dem ~~Gezettel~~ <sup>Gipfel</sup> wo wir gerade her kamen. Ich habe versucht ~~Körper~~ mich umzudrehen, aber bin ~~stark~~ durch fast ausgefallen und konnte mich gerade nach an einem Baum stützen. Niklas versuchte sich auch um zu drehen aber ihm gelang es nicht so das er mit seinem Gesicht zu erst in den Schnee ~~fiel~~ <sup>fiel</sup> viel. Ich habe meine Skier angehalten und habe versucht so schnell wie möglich zu Niklas zu kleben, aber ich hörte nur ~~was~~ wie das Kröhnen immer lauter würde. Ich konnte Niklas sehen wie er bewusstlos auf dem Boden lag. ~~und ich war fast bei~~



~~und wenn ich~~ Aber hinter ihm sah ich eine riesen Wand Schnee  
wie sie immer lauter und immer größer wurde als die Wand näher kam.  
Ich habe es endlich zu Niklos geschafft und die Wand war hinter ihm, aber in der  
letzten Sekunden sah ich ein Knopf auf Niklos und drückte ihn. ~~Erst als~~  
~~es~~ Nachdem ich wieder aufwachte sah ich das wir beide in einer Blase  
waren, ich guckte neben mir und da lag Niklos, nachdem ~~ich~~ ich die Blase  
spätere offen schnitt, ~~die~~ Strahlte die Sonne und ich konnte die ganze Schweiz sehen.

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**Examiner Comments**

Although the work is of good quality, this candidate has written rather too long an introduction before getting on to the danger in the mountains. The end of the essay is difficult to follow. For these reasons this essay would be placed in the next to the top band rather than at the top.



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**Examiner Tip**

Be clear on what the question is demanding and make sure the stimulus is completely adhered to.

## Question 2 (b)

This question required the candidate to create a story based on a shadow seen at the window. This could have been a burglar, but could just as easily be something as mundane as a tree blowing in the wind, which could give candidates an opportunity to produce an interesting essay with a wide range of descriptive vocabulary.

There were a range of responses. The question was generally well done with plausible responses. A few candidates took the sentence *Gefahr in den Alpen. Erzählen Sie weiter über dieses Erlebnis* to be part of the rubric for Q2b and wrote some convoluted stories.

Many native/bilingual speakers chose this, sometimes writing quite imaginative essays - where people were usually alone at home and the shadow turned out to be a father returning from war, a wolf, a squirrel, the neighbour's cat, with a good ending. Others were less imaginative or clear (dreams, angels etc), and some ended too abruptly. Although the language was often very accurate or flawless in terms of grammar, even native speakers had spelling mistakes. There were some good descriptions of fear, shock and horror and candidates used direct speech and dialogue. Unfortunately, there were less plausible responses in some cases.

Here is an example of an essay which is from a less successful candidate.

### Discursive Essay

(d) Die Bahn – Transportmittel der Zukunft?

(e) Wer auf die Universität geht, hat bessere Berufschancen. Sind Sie auch dieser Meinung?

(f) Alle Tierversuche sollten verboten werden. Was meinen Sie?

(g) Cyber Dating – nicht nur unsozial sondern auch gefährlich. Finden Sie das auch?

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number:

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

Ich wachte plötzlich auf und sah den Schatten am Fenster! Ich hatte mich fast in die Hose gepinkelt. Ich wusste nicht was ich ~~hätten~~ machen sollte. Ich bin schnell ins ~~tot~~ Wohnzimmer und hab versucht die Polizei anzurufen aber es hat nicht funktioniert weil ~~der~~ ~~we~~ dass Wetter sehr schlecht war und ich kein

empfang ~~empfang~~ empfang hatte. Ich  
sah <sup>war</sup> ~~zum~~ <sup>bin</sup> ~~meiner~~ schnell wieder in mein  
Zimmer und versuchte ~~gegen~~ <sup>wider</sup> die Polizei  
zu ~~anrufen~~ <sup>anzurufen</sup> aber mein Handy hatte  
keinen Akku.

Ich war hatte Ich fühlte mich sehr  
allein und ~~ich~~ wusste nicht was  
zu tun. Ich hatte noch nie so viel  
Angst. Ich bin dann ~~zur~~ ~~aber~~ schnell  
zur die Küche gerannt und holte  
mir ein ~~Messer~~ sehr scharfes Messer.

In diesem Augenblick ~~er~~ hat die  
die jemand ~~am~~ an die Tür geklopft. Ich  
bin dann sehr langsam zur die Tür ~~g~~  
laufen und war bereit den ~~da~~ "Monster"  
zu töten. Ich öffnete die Tür und es  
war ~~nur~~ nur der Postmann. Ich fühlte  
mich wie ein ~~idiot~~ idiot. So dann nach  
ich die Post abgeholt ~~er~~ habe bin ich wieder  
ins in mein Zimmer aber ich war nicht  
allein weil eine ~~grosse~~ <sup>und</sup> grosse, schwarze <sup>v</sup> Stinbiges  
Kreature war auf mein Bett. ~~am~~

Ich könnte es nicht glauben mein  
ganzes Zimmer war alles durcheinander,  
die Kleider waren alle am Boden, der Bett  
war kaputt ~~aber~~ zerstört, wie alle andere  
~~möbel~~ Möbel im in mein Zimmer. Ich war  
sehr wütend wütend und hab das Monster  
angegriffen, aber es hatte ~~ke~~ kein effect

effekt an das <sup>dem</sup> ~~Monster~~ Monster. Ich bin  
hab den <sup>da</sup> ~~mich~~ erinnert mich dan <sup>erinnert</sup> ~~erinnert~~ das  
ich das <sup>den</sup> ~~das~~ Messer ins ~~was~~ Wohnzimmer habe. Ich  
bin zur da bin schnell zur Wohnzimmer  
und ~~totte~~ holte mir das Messer  
und wen ich zurück zurück ins  
Schlaf zimmer war, war der Monster  
weg und mein Zimmer war wie  
neu! War es alles nur ein traum?



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**Examiner Comments**

This essay is rather pedestrian and seems to swap between a visit by the postman and a disappearing monster. It lacks organisation and it is unconvincing. There is satisfactory understanding of the question nevertheless but this is far from the best.



**ResultsPlus**

**Examiner Tip**

Creative essays should be sensible. They do not necessarily have to involve monsters, spaceships and aliens.

## **Question 2 (c)**

This essay, as in previous years, was chosen by the fewest candidates. Candidates needed to write about the events at the auditions in Hamburg for a talent show on German television. It is important in this question that the essay is written using the style of a newspaper. Sometimes the candidates did forget that this needed to be a newspaper report and used the wrong register of language.

Some were good, others did not address the question as to events in Hamburg.

The answers which were quite successful used journalistic style and register, focusing on the candidates. These were mostly by native speakers who had background knowledge of the programme, jury, German TV channels, Hamburg etc. However, this background knowledge was not considered when marking, as English speakers could identify with The X Factor.

As mentioned, this was not a popular choice.

## Question 2 (d)

There were some excellent pieces using a wide range of vocabulary and structures also encompassing all arguments for the discursive essays.

Many essays were constructed by starting with an introduction, then presenting the two sides of the argument and ending with a conclusion/personal opinion. Very good responses usually kept the introduction and conclusion short, referred to the question and left the main body of the essay (and word count) to the development of arguments. Successful answers were able to include a lot of information, facts and development by using good structures efficiently (subordinate/relative clauses, adjectives).

The Passive Voice was not always successfully constructed (*..dass zu viele Tiere getötet sind/ein Thema, das weltweit diskutiert ist*).

Inversion and general word order seemed to be still a problem with weaker candidates. There were also many sentences using *man* and then switching subject (*wenn man auf die Uni geht, haben sie mehr Chancen*). Very few non-native speaker candidates knew the oblique cases of *man* - eg *die Uni gibt man die Chance*.

Constructions where a subordinate clause sits within another subordinate clause were sometimes incomplete as the second verb was omitted: *weil wir in einer Welt, die voll von Technologie ist*.

Appropriate register for a discursive essay was often used: *auf der einen Seite ...auf der anderen Seite, jedoch, um eine Entscheidung zu treffen, muss man beide Seiten überlegen, die Kehrseite der Medaille*.

There were not many references to statistics and facts but more general expressions of fact: *es lässt sich nicht leugnen, viele Leute sagen, es ist klar* etc.

Candidates also used the expressions *kontroverses/umstrittenes Thema, die Meinungen gehen auseinander*.

Overall, there were not many responses which exceeded the word count, a few went slightly over 270 words.

Not so many responses this year presented the candidate's opinion in the opening paragraph, or presented new material in the conclusion. Some essays seemed to suggest that candidates had prepared a stock reply, and written the response they had prepared without tailoring it to the question or addressing all aspects.

2d was reasonably well done. Most candidates put together some points, and most mentioned the environmental aspect. Some failed to relate to the question of *Zukunft*.

As with all essays, there were a number of native/bilingual speakers who chose this question and usually dealt well with it, sometimes referring to the railway in Switzerland. The topic was obviously revised and researched by most candidates and many aspects were mentioned. The arguments against the statement were: railway is too expensive to use and/or to build (especially in developing countries), the extension of the existing system is too expensive and/or will destroy natural habitats and the countryside, trains do not reach all places, they are not always reliable/punctual and often too crowded. There were a few references to the Japanese bullet train/magnetic train and the HS2. The arguments for the statement included: greener, the train can move a great number of passengers, expansion of railway system will support economy and create jobs, for passengers, it is cheaper than flying, comfortable to sit, one can sleep or work while travelling and avoid traffic jams. The range of lexis was usually quite good (*erneuerbare Energie (quellen), Bahnverbindungen, Schnellzüge, effizient, Klimawandel, öffentliche Verkehrsmittel, Privatisierung, nachhaltige Lösung, Schienennetz, Infrastruktur*).

## **Question 2 (e)**

This was in general quite well done, with most candidates being able to make a number of valid points.

The range of language and structures was very good, but not many aspects of the question were considered. Some did not address the question but went into a general discussion of the pros and cons of going to university. Some weaker candidates were not able to express more complex concepts like the idea that employers sometimes prefer experience over qualification or the idea of the *Teufelskreis* (more students leave university with a diploma, fewer jobs to go around for all etc).

Arguments for university as guarantee for better job chances were: qualifications, more knowledge of a particular subject, need of a degree for many occupations, but also references to university leavers being highly-motivated, university life, making friends, learning to live and learn independently. On the other hand, tuition fees and the cost of university studies were mentioned and the importance of hands-on experience and creativity.

Stronger candidates were able to express the difference between jobs that would need a degree and those where practical experience (apprenticeships) is better – with examples. Some candidates mentioned Richard Branson, Steve Jobs or Bill Gates as examples of people who made it without university degrees. Weaker candidates were not always clear about the use of *Job*, *Arbeitsstelle*, *Beruf* and/or *Training*, *Ausbildung*.

Again a range of lexis appropriate to the topic was used: *praktische Erfahrung*, *Praktikum*, *Schulabschluss*, *Zeugnisse*, *Studienabschluss* *Uniabschluss*.

## Question 2 (f)

This was by far the most popular choice and there were quite a number of well-structured and successful essays. Many responses referred in their introduction and conclusion to the abolition of all animal testing in the question and offered a balance between the two sides of this argument. Arguments for the statement included the miserable life of lab animals, the fact that many people see life as sacrosanct (gift from God), the fact that many tests are unnecessary because of new technology (computer simulation, cell cultures), the unreliability of animal testing – a number referred to the Thalidomide case. Arguments against the statement were: life of humans worth more than that of animals, drugs need to be tested to be safe, progress in medicine and science only possible through animal testing, cure for many diseases found through animal testing, the fact that many people eat meat and therefore are happy for animals to die for their benefit.

Lexis used included: *notwendiges Übel, ethisch vertretbar, Mord, rechtfertigen, grausam, Schmerzen verursachen, Lebenserwartung, Lebensqualität, Heilungschancen, rechtfertigen.*

The word *Tierversuche* was almost always seen and used as a singular – even by very strong candidates (*Tierversuche ist ein ...*).

Quite a few candidates wrote *um das Leben von Menschen zu sparen, ein Argument für die Benutz von Tieren.*

Also the word *testen* was sometimes replaced by *versuchen* or *überprüfen*.

Some quite interesting concepts were proffered eg *Viele erfolgreichene Experimenten haben Unterschieden für Leute die einen Körperteil verloren gemacht weil sie jetzt auf dem Rück einer Ratte erwachsen werden können.*

This is an example of a very good essay on animal experimentation which received full marks.

**Discursive Essay**

(d) Die Bahn – Transportmittel der Zukunft?

(e) Wer auf die Universität geht, hat bessere Berufschancen. Sind Sie auch dieser Meinung?

(f) Alle Tierversuche sollten verboten werden. Was meinen Sie?

(g) Cyber Dating – nicht nur unsozial sondern auch gefährlich. Finden Sie das auch?

**Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.**

Chosen question number:

Question 2 (a)	<input checked="" type="checkbox"/>	Question 2 (b)	<input checked="" type="checkbox"/>	Question 2 (c)	<input checked="" type="checkbox"/>
Question 2 (d)	<input checked="" type="checkbox"/>	Question 2 (e)	<input checked="" type="checkbox"/>	Question 2 (f)	<input checked="" type="checkbox"/>
Question 2 (g)	<input checked="" type="checkbox"/>				

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Tierversuche  
 verboten:

① sollten Menschen und Tiere gleich behandeln & teilen die Erde.  
 ② selbstsüchtig: Kosmetika; ein Leben sollte Vorrang über eine schöne Hautfarbe haben.  
 ③ Leben langfristig retten (transgene Mäuse)  
 - Bluttransfusionen  
 - Chemotherapie  
 - ein notwendiges Übel  
 ④ Sachen, die man für selbstverständlich hält (Antibiotika) kann die Menschheit (Ziel unklar).  
 weil die Wissenschaftler mit dem Leben spielen.

wrangig  
 vorrangig  
 vorrangig  
 vorrangig  
 nicht  
 verletzen  
 verletzen  
 verletzen  
 verletzen  
 verletzen

die Frage von Tierversuchen wird immer ein unstrittenes Problem bleiben; ein Bericht zufolge glaubt vierzig Prozent der britischen Öffentlichkeit, gegen alle Tierversuche einzuwenden, weil die Wissenschaftler mit dem Leben spielen dass ~~alle~~ Tierversuche verboten werden sollten. Aber ist ein Verbot wirklich eine gute Idee?

Die Frage von Tierversuchen wird immer ein unstrittenes Problem bleiben; <sup>schätzungen</sup> ein Bericht zufolge glaubt vierzig Prozent der britischen Öffentlichkeit, gegen alle Tierversuche ~~einzuwenden~~, weil die Wissenschaftler mit dem Leben spielen dass ~~alle~~ Tierversuche verboten werden sollten. Aber ist ein Verbot wirklich eine gute Idee? (3/4)

Einerseits sollten Tierversuche verboten werden, weil es grausam und ~~unbarmherzig~~ unbarmherzig ist, Tiere <sup>a</sup> auszubenten und zu verletzen. Die Menschheit hat eine Verantwortung, sich um andere Tiere zu kümmern, weil sie die Erde mit vielen Tierarten teilt. Allerdings glauben einige Menschen an Gott, und folglich

~~glauben~~ behaupten sie, dass wissenschaftliche  
Forschung mit dem Leben spielt. Deshalb sollten  
Tierversuche verboten werden, weil das  
Leben ~~der~~ <sup>von</sup> Tieren ~~aus~~ <sup>aus</sup> ~~wichtig~~ <sup>wichtig</sup> ist. (50)  
(51)

Außerdem werden Menschen durch die Tierversuche  
als selbsttrüchtig entlarvt. Beispielsweise ~~es~~  
~~es~~ könnten Tierversuche für Kosmetika nie  
gerechtfertigt werden, weil ein Leben  
immer Vorrang über eine schöne Hautfarbe  
haben ~~muss~~ <sup>sollte</sup>. Die Tiere, die unter dem  
Versuch leiden, ~~haben~~ <sup>genießen</sup> nicht ihren natürlichen  
Lebensraum ~~gegeben~~. Das ist auf jede Weise  
unfair, weil Menschen Tiere ausbenten, um  
hübsch auszusehen, während die Tiere  
Ungerechtigkeit dulden müssen. (59)  
(60)

Jedoch sollten Tierversuche nicht verboten  
werden, weil sie Menschenleben langfristig  
retten. ~~Beispielsweise~~ <sup>Beispielsweise</sup> waren transgene  
Mäuse ~~wichtig~~ <sup>wichtig</sup> wichtig in dem  
Verstehen vom Krebs, und sie haben die  
Heilbehandlung von Parkinson revolutioniert.  
Von Bluttransfusionen bis zu Chemotherapie  
stammen die Mehrheit von der Vermeidung, ~~von~~  
der Kontrolle, und ~~von~~ <sup>von</sup> der Behandlung <sup>von Krankheiten</sup> von  
Tierversuchen ab. ~~Wissenschaftler~~ <sup>Fachmänner</sup> müssen Tierversuche  
~~Technologie~~ benutzen, um Leben zu verbessern.

6GN04\_01\_Q02f\_278742\_0360\_600180002\_005.png

Allerdings wenn es keine Tierversuche <sup>gäbe,</sup> ~~wäre gegeben~~ ~~hätte,~~ würde die Menschheit unter vermeidbaren Krankheiten leiden. ~~Viele Antibiotika Die ~~ist~~ ~~Methoden~~,~~ Viele Antibiotika stammen von Tierversuchen ab; sie sind Sachen, die man für selbstverständlich hält. Es ist sehr wichtig, dass ~~das~~ ~~klein~~ ~~Verbote~~ Tierversuche nicht verboten werden. (35) (35)

Zusammenfassend glaube ich, dass Tierversuche ein notwendiges Übel sind. \* Tierversuche für Kosmetika sind nur selbstsüchtig, aber wir müssen ~~Tierversuche~~ ~~Technologie~~ <sup>Tierversuche</sup> benutzen, um Leben langfristig zu retten. (31) (25)

\* und sie sollten nicht verboten werden



### ResultsPlus Examiner Comments

This candidate manages to focus well on the issue here which is not animal experimentation per se but whether or not all such experiments should be banned. Some essays just discussed the pros and cons of animal experiments without focusing directly on the idea of **all** experiments being banned.



### ResultsPlus Examiner Tip

Look very carefully at the question before you begin to write and make certain that you are answering exactly what is being expected.

## **Question 2 (g)**

There were a number of weaker responses here, sometimes only referring to the pros and cons of cyber dating without reference to the question - that is, *unsozial-gefährlich*. There were also some essays which had good reference to *gefährlich* but dealt with *unsozial* only as an afterthought, without really developing it. Quite a few were marked down for providing a limited response.

Arguments against the statement were: good for shy, old or busy people, also more convenient for single parents. Weaker candidates often did not have the ability to manipulate language in order to express their ideas about *unsozial*: people hiding behind technology, only talking with computers, no real interaction with others.

The dangers of cyber dating were: people might lie about age, looks, income etc, blackmail (with photos), stealing of personal data.

In their conclusion a number of responses offered tips in order to be safe (meet in public places, go with friends) or demanded that cyber dating sites do more background checks.

The responses to this question had much less specialised lexis relating to the topic: (*Realitätsflucht, Pädophilie, sexuelle Gewalt*) and often English/international words (*Sites, Users, Dating*).

### Question 3 (a)

Several candidates appeared not to be aware of the requirements for this question, ie that the answer should relate to research based in a German-speaking setting, even though this is clearly explained in the rubric. There were few marks 1 or 2 for language – nearly all the essays were comprehensible to differing extents. Handwriting and repetition were a problem at times. Good essays discussed a variety of traditions and their importance.

Often candidates' descriptions of the traditions showed little research. This question was not very well done and generally answered very superficially with little evaluation of how important the traditions were for the region/town, as most candidates did not have a deep enough knowledge of traditions in the area they had studied to write in depth. More specifically, very few were able to analyse in depth why such traditions were important apart from generalised statements such as it attracts tourists and brings money. Some better candidates discussed cultural heritage and its importance for the local people. Several essays failed to score, including ones about Germany with no mention of a region or town. It seemed to be a favourite for native speakers to answer.

This is an example of a poor essay which would have required minimal if any research.

Chosen question number:

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

Ich lebe in der Schweiz und <sup>ein paar</sup> sie haben  
Traditionen aber die ~~leste~~ ~~aren~~ Menschen  
von ~~ea~~ England, besonders die Londoner  
sind sehr Traditionaal.

In der Schweiz hat man viele Traditionen  
Wie "Knabenschissen", In Knabenschissen

Kommt die ganze Stadt Stadt Zürich  
zusammen und hier haben ~~4~~ zur einer  
zum Stadt Zentrum und alle feiern  
bis für ~~2~~ ~~4~~ drei tage. Es gibt  
auch etwas für die jüngere Jugendliche  
Jedes Jahr, "Street parade" Jedes  
Jahr ~~com~~ kommen viele Leute nicht  
nur von der Schweiz sondern Leute von  
der ganze Welt zur dieser <sup>feier</sup> party.

Ich glaube das Traditionen wie die sind sehr wichtig für alle weil sie alte die Leute die nicht immer arbeiten müssen manchmal muss man ~~den~~ dass leben auch genießen.

In Jedoch in ~~en~~ England haben sie viele ~~to~~ Traditionen die sie schon vor ~~100~~ hundert Jahren gemacht haben. England hat immer noch eine Königin so sie sind sehr streng mit ihre Traditionen. Jedes Jahr feiern sie die Königin's Geburtstag. Viele sie Leute ~~gen~~ gehen ~~z~~ zur die Kirche den und feiern auch auf die Strassen ~~und~~ mit viele Leuten.

England ~~ist~~ <sup>war</sup> auch im Zweiten Weltkrieg beteiligt und jedes Jahr ~~me~~ haben sie einen "Erinnerungstag" für die Menschen die ihre ihr Leben verloren haben. Traditionen wie die sehr sind sehr ~~vitat~~ ~~ericht~~ wichtig weil die Mensch die gestor ihr Leben verloren haben für das Land, würden nie mals vergessen.

Jedes Land ~~hat~~ <sup>hat</sup> viele Traditionen und macht ~~jede~~ jedes Land so einzelhaftlich. Ich will persönlich mal eine Weltreise machen und die ganze Welt entdecken.

und alle Traditionen sehen weil ~~jetzt~~  
Ich glaube das die Traditionen ~~machen~~  
machen ein land.



**ResultsPlus**  
Examiner Comments

This essay does not focus much on any important traditions beyond one. The second part of the question is only answered as being important because the workers get the day off! A large proportion of the essay is completely irrelevant as it focuses on England. It would be considered that this essay does not fulfil the requirements of the specification with little beyond the bare minimum.



**ResultsPlus**  
Examiner Tip

Research is essential. 3a is not an easy option. Statistics, evaluation and focus are all required.

### Question 3 (b)

This question was generally answered well although some candidates clearly did not understand *Entwicklung*. There was not a large variety of topics – the most popular related to the wall.

A wide range of responses across the whole range of marks available were noted. Some of the best answers were very incisive, and showed great depth of knowledge, and the ability to relate this knowledge to the second part of the question about why this development was important. A few candidates misinterpreted *Geschichte* to mean story and tried to answer the question with reference to the literature they had studied. Some answers did not deal specifically with Germany, but were a general discussion of the period eg for World War 2 or Hitler's rise to power, candidates discussed the role of the Allies etc in too much depth compared to the amount of time spent in analysing the German side of the question.

Here is an example of a fairly average response.

Chosen question number:

Question 3 (a)  Question 3 (b)   
Question 3 (c)  Question 3 (d)

~~Berlin~~ PLATZ

13 August 1961 – 9 November 1989

- The wall - Separating west + east Berlin.  
- led by two different people / different cultures.  
Russia - command ↓  
pro's.

Cons - no just equality - lots of people died.

Wie jeder weiss das Deutschland ist eine sehr interessante Stadt mit einer sehr erstaunliche Geschichte. In der Geschichte gab es schon eine Menge politische Entwicklungen und Änderungen. Die größten ~~Änderung~~ Änderung von allen war die Berliner Mauer in der Hauptstadt von Deutschland.

Die Berliner Mauer wurde am 13 August



1961 gebaut und blieb ~~al~~ bis am 9. November 1989. Das ist eine lange Zeit denken sie bestimmt. Für die Leute die in Berlin gewohnt haben war es eine sehr schreckliche Zeit. Die Mauer war sehr groß und hat war eine Grenze zwischen West und Ost Berlin. Aber diese Mauer hat nicht nur Berlin zerteilt aber es war auch ein Zeichen von dem Streit zwischen Russland und Amerika.

Eine Menge Leute sind gestorben weil sie von Ost Berlin nach West-Berlin hin wollten. Viele Menschen sind auch von ihren Familien getrennt worden.

Deshalb sagen viele das die Mauer nicht nur politische Änderungen mitbrachte sondern es hat Familien und Freunde getrennt und sie konnten sich nie mehr wieder sehen.

Diese Entwicklung war auch noch wichtig weil das Leben von viele Deutschland sich ~~ge~~ geändert hat. Am meisten für die Einwohner in West Ost-Berlin. Ost-Berlin war sehr arm und ~~waren~~ hatten sich nicht so richtig ~~ent~~ entwickelt. Meisten Leute haben in sehr armen Gesellschaften gelebt.

Aber wenn Micheal (Gorbatschew) president von Russland wurde ~~hatte~~ hatte er einen einfluss auf ~~der~~ Berlin, am meisten Ost-Berlin weil er ja ~~in~~ bei Russland modernisieren wollte und dabei hatte er auch Ost-Berlin geändert.

Die Entwicklungen und Änderungen haben sogar bis jetzt im 21st Jahrhundert einen effekt. Ost-Berlin ist immer noch ein ~~groß~~ bisschen ärmer und nicht so modern. Diese Information zeigt das es nicht nur ein einfluss ~~da~~ in der zeit hatte aber auch immer noch.



### ResultsPlus Examiner Comments

The question required a response to a specific development in History and a very common example was the building or the fall of the Berlin wall. However, a significant number of candidates tend to write everything they know about the Berlin wall without concentrating on the actual question. The background to the building of the wall, such as the division of Germany after the war, is not directly relevant here. Too many words are used for background information. More statistics should also be evident.



### ResultsPlus Examiner Tip

Make sure you look carefully at the question and do not generalise. Use statistics and facts to back up the points you make.

### Question 3 (c)

This is an example of what is really more like a discursive essay.

Chosen question number:

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

Ich möchte in diesem Text über die kürzlich stattgefundene gesellschaftliche und politische Debatte zu einem Verbot der Prostitution in Deutschland schreiben. Ausgelöst wurde diese Diskussion primär durch die Feminist

in Alice Schwarzer, die die Prostitution in Deutschland verboten haben will (im Gegensatz zu Ländern wie England, Frankreich, Schweden ist in Deutschland die Prostitution gesetzlich erlaubt und vollkommen legal.). Die Diskussion wurde gesellschaftlich sowohl positiv als auch <sup>gesehen</sup> ~~negativ~~. Die ~~Debatte~~ <sup>Gesprächsstoff</sup> hat für viel ~~Wut~~ <sup>gesehen</sup> gesorgt, speziell nachdem Frankreich kurz davor die Prostitution verbieten liess. Im Moment ist noch nicht klar ob das Erotik-Gewerbe in Deutsch-

Land legal oder illegal sein wird in der Zukunft. Ich persönlich bin dafür dass die Prostitution legal bleibt in Deutschland. Es ist ja immerhin das älteste Gewerbe der Welt. Gründe für und gegen ein Prostitutionsverbot waren in der

Debatte häufig:

Gründe für Prostitutionsverbot:

- Experten und Statistiken wollen weismachen dass in diesem Milieu Drogen, Menschenhandel und Gewalt herrschen.
- Angeblich werden Prostituierte ausgebeutet und die Betreiber von Bordellen sollen oft nicht den ganzen Profit versteuern und Steuerhinterziehung begehen.

Gründe gegen Prostitutionsverbot:

- Es ist nicht zu 100% klar wie stark Menschenhandel.

Drogen und Gewalt im Sexgewerbe stattfinden. Einige Experten und Statistiker besagen auch, dass diese Faktoren minimal sind.

- Wenn Prostitution verboten werden würde, dann könnte es zu mehr Vergewaltigungen von Frauen kommen.
- Beispiele wie in Frankreich oder Schweden oder das Alkoholverbot in den USA zeigen, dass solche Verbote die Nachfrage nicht eliminieren. Genauso wie mit Drogen, sie sind überall verboten aber die Nachfrage ist stark und das Geschäft floriert.
- Wenn der Staat Prostitution verbietet und Bordelle schliessen lässt, dann entgehen der Regierung viele Steuereinnahmen und viele Prostituierte wären arbeitslos und mittellos. Zudem, wenn die Prostitution illegal würde, dann hätte auch der Staat weniger Kontrolle, weil das ganze Erotik-Gewerbe dann versteckt im Unter-

| grend stattfinden würde. |



**ResultsPlus**  
**Examiner Comments**

What exactly is the Ereignis here? The only thing is a comment by Alice Schwarzer and is not what we would understand as a controversial event. There is no other evidence of any research here and the essay could have been written without any background research apart from the reference to Alice Schwarzer.

Events which we had hoped to read about may have been the decision by German government to send troops to Afghanistan, the housing of Syrian refugees in a soziale Brennpunkt in Berlin, the introduction of a Mindestlohn etc.



**ResultsPlus**  
**Examiner Tip**

Research is also required for this question. A surprising amount is needed too to be able to be sure you can respond to the question. As with 3a, this is not an easy option.

### Question 3 (d)

Question 3d was by far the most popular question as usual. Many candidates were obviously very well-prepared for this option, even though this was not always reflected in their answers. Essays accessed the whole range of marks available. Less able candidates concentrated on a narrative approach at the expense of analysis and evaluation. In many cases the introduction was irrelevant and wasted a valuable number of words in the counting. In some cases candidates wrote pre-learnt passages in the introduction which had no relevance to the title. Some candidates did not understand *Techniken*, and some did not answer the second half of the question, or gave a really superficial answer such as: *Der Buch Der Leser ist ein von die beste Buche das ich gelesen hab* or it was successful because it has won numerous awards

Some candidates managed to complete this question without even giving the author's/director's name. The majority of the answers given were based on *Das Leben der Anderen*, *Goodbye Lenin*, *Der Besuch der alten Dame*, *Die Physiker*, *Der Vorleser* and a variety of Brecht plays. Again some candidates ignored the rubric and wrote about films/novels/ plays which were not originally produced in German, eg *The Boy in the Striped Pyjamas*, *The Wave* (book), *Before I Die* (Jenny Downham), *Address Unknown* (Kathrine Kressman Taylor), *A Streetcar named Desire* (Tennessee Williams).

One candidate admitted *Ich habe die Techniken nicht studieren und danach ich mein GCSE Englisch nicht vergessen muss*.

One candidate introduced the interesting dramatic technique of *Deux et machina*.

Some candidates just wrote about one technique, often music in '*Das Leben der Anderen*', or humour in '*Goodbye Lenin*' which meant that the marks for the RU section would only be in the *adequate* section. For the novel '*Der Vorleser*' candidates often wrote about the '*Ich-Erzähler*' and the fact that the book was in three sections or that short sentences were used for effect. For '*Andorra*' and '*Der Besuch der alten Dame*' candidates often wrote about the '*Verfremdungseffekt*' and the epic theatre.

Most candidates were able to express what they wanted to say in their RBE although there were some who struggled with their language skills and mixed up lexical items as well as linguistic structures which made it harder to understand which point they were trying to get across. On average the mark for language was around 4 out of 6.

Here is an example of a really good essay.

Chosen question number:

Question 3 (a)       Question 3 (b)   
Question 3 (c)       Question 3 (d)

*Intro: erstgespräch*  
*1. Verfremdungseffekte - Gerechter Zorn.*  
*2. Stereometrische Strukturen*  
*3. Trennung der Elemente ins Mark.*  
*'Abbildung der W = 2 d E = d W!'*

Brechts Episches Theater steht im Gegensatz zu traditionellem aristotelischem Theater, weil es vor allem erzählend ist. Das Publikum muss unparteiisch bleiben, damit es die Gesellschaft ~~als~~ <sup>in</sup> ~~dem~~ <sup>Theaterstück</sup> 'der Gute Mensch von Sezuan' kritisch beobachten kann. (30)

Die Technik von Verfremdungseffekten ist besonders erfolgreich, weil sie sicherstellt, dass die Zuschauer eher über ~~die~~ <sup>ihre eigene</sup> Gesellschaft - und nicht über die Gefühle der Hauptfiguren - nachdenken. Beispielsweise spricht Shen Te das Publikum an, wenn ~~die~~ <sup>sie</sup> über den 'gerechten Zorn' ~~sie~~ spricht:-

'Wenn in einer Stadt ein Unrecht geschieht

Muss ein Aufruhr sein

Und wo kein Aufruhr ist

Da ist es besser, dass die Stadt untergeht

Durch ein Feuer, bevor es Nacht wird.'

Das Niederreißen der vierten Wand ist erfolgreich, weil es zeigt, dass das Publikum Ungerechtigkeit und Gleichgültigkeit nicht dulden darf. (35)

Ein Teil der Verfremdungseffekte ist eine



stereometrische ~~strukturalistische~~ Struktur, wobei das Stück verschiedene Dimensionen hat. Zum Beispiel ist die Rolle von Frau Yang nicht nur Darstellerin, sondern auch Erzählerin. Sie erzählt die Ereignisse von drei Monaten früher, bevor es ein Nachspiel gibt, damit die Spannung geringer ist, wenn die Handlung nachgespielt wird. Brechts Benutzung von dieser Technik ist erfolgreich, weil sie die Sozialkritik im Werk deutlich macht. Das Publikum ~~bleibt~~<sup>muss</sup> sich ~~den~~ nicht auf die ~~Handl~~ Handlung konzentrieren; sondern darauf, warum das so passiert ist. (79)

Erzählung wird mit Liedern und Schauspielerei in der 'Trennung der Elemente' benutzt. Brecht lehnt die Idee eines Gesamtkunstwerks ab: alles, was benebelt, muss aufgegeben werden, damit der Zuschauer wach bleibt. Beispielsweise wird die Handlung durch die Zwischenspiele unterbrochen; im dritten Zwischenspiel singt Shen Te 'das Lied von der Wechselseitigkeit der Götter und Guten', während sie Shui Ta wird: -

'Sie setzt die Maske des Shui Ta auf und führt mit seiner Stimme zu

singen fort'.

Die Maske ist etwas Künstliches und sie ist eine erfolgreiche Technik. Das Publikum muss verstehen, dass man gezwungen ist, die Maske des Bösen wegen der schlechten sozio-ökonomischen Verhältnisse zu tragen. (12)

Diese Techniken sind <sup>sehr</sup> erfolgreich, weil sie dem Ziel der 'Abbildung der Wirklichkeit zum Zweck der Einflussnahme auf die Wirklichkeit' helfen. Das Publikum muss ~~sehen,~~ <sup>sehen,</sup> ~~erkennen,~~ dass die Welt geändert werden muss. Brecht sagt 'ändere die Welt: sie braucht es'. (13)



### ResultsPlus Examiner Comments

This essay shows a remarkably good understanding of the Brecht play which has been chosen and it uses quotations and other research elements to put over the points he or she wants to make. It is a first class essay.



### ResultsPlus Examiner Tip

Stick carefully to the question title, remain focused and use examples to support your answer.

In comparison here is an example of a less successful essay.

Chosen question number:

Question 3 (a)

Question 3 (b)

Täuschung

Question 3 (c)

Question 3 (d)

Das Land das meine Mutter  
überlassen hat, ein  
Land das sie glaubte

Die Name der Regisseur ist Wolfgang  
Becker und er hat "Goodbye Lenin"  
gemacht. Ich denke dass die stärksten  
Aspekt und Technik er benutzt ist  
von Historische. Die Hauptrolle ist spielt  
bei "Daniel Brühl". Er ist ein sehr  
erfolgreicher Schauspieler. Der Mauer Fall  
war ein Geschichtes Moment und  
standem für das kommen einer Zeit.

Dieses Historische Filme ist der Grund  
das viele Leute wird nicht vergessen  
dem Tagen von der Mauer. Ost und  
West Deutschland war <sup>geschaffen</sup> ~~machen~~ und  
ziemlich Umgebungs könnte

~~Es~~ Es gibt ein Technik von wie  
kleine Leute kann eine großen Schutter  
machen. Auch gibt es ein Thema von  
die Täuschung. ~~es~~ Alex Kerner ist  
diese die Hauptfigur und seiner Mutter  
wollte nur gut in Deutschland. Aber  
Dingen gehen nicht ihre weg und  
sie ~~fassen~~ <sup>liegt</sup> in eine Koma. Es ist  
Alex gelungen seiner Mutter zu

betrüben. Alex wollte seiner Mutter und das Land sie glaubte an, zu schützen. Er schaffen die alt Berlin - und nach der Welt über sie egal.

Das Land das Meine Mutter hinterlassen hat, ein Land das an das sie glaubte' - Alex Kerner. Am Ende der Film,

die Mutter ~~to~~ Todes.

Wolfgang Becker benutzt ein Technik von wie wichtig es ist zu nie vergessen was unserem Familie Familien wollen und ~~was~~ <sup>ob</sup> ist meist wichtig für ~~diesem~~ ihnen.

Die Techniken Wolfgang hätte benutzt, müsste ~~to~~ erfolgreich haben sein weil der Film ~~kasse~~ ein Kasse von fast ~~€~~ 90,000,000 gemacht.

Gibt es auch eine kleine Aspekt von Rassismus. Die illegale Grenzübertreite machen es können dass die "Ossies" und "Wessies" könnte nicht als ein sein.

Die stärkste Technik benutzt war von Familienliebe und wie es kann ~~es~~ schaffen ein mehr Positiv Leben.



**ResultsPlus**

**Examiner Comments**

This essay shows little understanding of what is exactly meant as techniques. The candidate does appear to have watched the film but implies the best technique is family life. This indicates the lack of understanding of what the question is requiring. He or she also implies that one of the most successful techniques is the fact that the film made a lot of money.



**ResultsPlus**

**Examiner Tip**

Look very carefully at the question. Do not simply write everything you know about a film and plan the essay. You are not expected to be writing the actual essay all the time. Think before you start.

## Paper Summary

The examination proved to be successful again this year. The question which created the most difficulty was Question 3a. It does state very clearly in the specification that all questions in Question 3 need to be researched. Some candidates had not done this adequately. Centres are encouraged to prepare their candidates fully for the examination. Teachers and candidates should have studied the specification carefully and also, if possible, the *Research-based Essay Guidelines* and the previous Examiners' Report. These are accessible on the Edexcel website and further information can be found by using the *Ask the Expert Service*.

Edexcel will be offering further training on the Research Based Essay in Autumn 2014.

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

- you may answer the questions in whichever order you wish, for example, leave the translation till the end, if so desired
- you should not alter translation in any way, for example changing '*European*' to '*in Europe*' as this will not score a mark
- examiners are looking for certain grammatical structures in the translation, so try to work out what is being tested, such as tenses, subordinate clauses, adjectival endings etc
- if you choose the creative essay, look carefully at the stimulus and make sure you stick to it, for example, if there are two people in the picture, you need at least two people in your essay
- option 2c must be written in the style of a newspaper
- discursive essay titles will be written so that they are focusing on a specific point, so avoid generalisations
- research is essential in whichever option you choose for the Research Based Essay
- Modern German Society is considered to be post 1990 so again general essays which do not focus on the question will not score well
- the Literature and Arts option allows you to write about a book or play of your choice - but do not retell the plot, answer the question and evaluate.

## **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



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