

Examiners' Report
June 2016

GCE German 6GN04 01

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Introduction

Candidates responded well to the questions this year, and demonstrated a range of performance, from candidates with a very high level of linguistic competency who were also able to marshal arguments effectively and demonstrate thorough, thoughtful research, to candidates who were barely articulate in German and struggled to operate at the intellectual level appropriate to A-Level. In the middle was the usual range of candidates with excellent German who did not fully meet the requirements of the discursive essay or the RBE, candidates who struggled through still-developing German to express some insightful ideas, and candidates whose language and insightfulness were equally mid-range.

Many candidates performed very differently in each part of the paper, showing a range of strengths and weaknesses.

Question 1

Most candidates were able to gain some marks for communication in the translation this year, although some struggled with even quite basic lexis. Most candidates were able to attempt the complex elements in the first three sections, often with some success. The last two sections proved tricky - some students struggled to communicate essential elements, and most candidates found the complex elements here a challenge. Many candidates struggled with adjective endings, cases and tenses, and for some word order was problematic, even in fairly simple constructions.

Section 1

The vast majority of candidates communicated the essential elements in this section, and most were able to accurately translate the complex elements. "High" proved difficult for many with common alternatives for "hohen" being "hohe", "höhe" "höheren" "hoch". A pleasingly high number of candidates knew "rechtfertigen" but a large minority had to improvise with "justifizieren" or "justifien" or a totally unrelated verb like "erklären". Almost all responses had the second verb in the infinitive form at the end of the sentence.

Section 2

The essential information in this section was also often translated correctly. Most candidates used the term "Europäische Union" but some wrote EU, which was also acceptable. Many candidates successfully translated the complex elements, including the dative plural and the adjective ending. Some, however, struggled with 'the most', and a small minority of candidates found 'it costs' too demanding, writing, "es kosten".

Section 3

Again, most candidates managed to convey the essential elements, and many were able to successfully attempt the complex elements. "In eine Stadt umziehen" was a problem for many and several had to fall back on "gehen" or "fahren". Some used the plural "Städte" (or in a few cases "Staaten") instead of "Stadt". Similarly, "um zu studieren" was correctly used by the majority (although a few used "lernen"), but a good differentiator was the final clause, where weaker candidates did not use "was" for "which" but "das" followed by normal word order "das kann ziemlich teuer werden" or in some cases "sein". "to become" was often a false friend ("bekommen").

Section 4

This section proved more challenging across the ability range, both in terms of lexis and structure. Many candidates managed to communicate, but few tackled the complex elements satisfactorily. Although most candidates did not know, "Vorlesungen", a variety of alternatives were accepted, so long as students communicated the concept of face to face contact. A significant minority of candidates struggled to communicate, "Is it worth it?", and very few used, "Lohnt es sich?" although most candidates were able to use an acceptable variant such as, "ist es es wert?" This section had a number of complex structures. Most candidates recognised the passive construction, although many struggled to translate it accurately. Very few candidates recognised that "Since" would best be translated by "Da," even though this is a recurring element in translations. A minority of candidates were overwhelmed by the present continuous, and translated, "are asking themselves" as, "sind fragen selbst".

Section 5

A pleasing proportion of candidates navigated the complexities of this section to communicate essential information, although for many the demands of this challenging section were too high.

"To consider" proved difficult for many. Although a pleasing number of candidates did know "in Betracht ziehen" or were able to use an acceptable synonym such as "denken an", a significant minority "left a blank or wrote "considerierte". "Steigende" was

also troublesome; some candidates misspelt ("steigernde/stiegende"), others used "annehmende" or just "höhere".

The main problem for most was the use of the conditional in the "wenn" clause with many choosing and using the present tense instead of the conditional. In the main clause most candidates did use "würde" + infinitive, and many did make "entscheiden" reflexive. Stronger candidates used "dagegen", but a significant proportion used "gegen es".

Question 2 (a)

As usual, very few candidates attempted this question. Those who did, performed across the full range of marks. There were some creative and suspenseful narratives. The most successful built up to the moment seen in the image, where the young person is shouting through a megaphone. Many candidates referred to abortion or animal rights, and a minority seemed to be using this question as an opportunity to write the discursive essay they wished had come up – this was successful only in so far as the candidates produced creative narrative.

Question 2 (b)

Candidates responded in a variety of ways to the stimulus, many of them creative and imaginative. The best were plausible within the genre they were written in, created genuine suspense and used a wide range of structures and vocab evoking powerful imagery and feelings. The content of the stories varied between seeing a long lost friend, a member of the family, a famous person or a stranger who may or may not have been sinister, although more than one story involved very sinister characters threatening violence but who ended up taking the person to a surprise party organised by family and friends! In a few cases the development was very much in line with a detective story and often a kidnapping story, and for stronger candidates this worked very well.

Weaker candidates generally tended to list a sequence of events which could be very mundane, with a lot of descriptions of what the person looked like, was wearing, etc. with very little action. Some candidates were inclined to include dialogue which was not of an appropriate level to gain high marks.

In order to be successful with that approach the candidate needs to have a wealth of appropriate vocabulary and structures to hand so, although this type of topic looks straightforward, that can be deceptive as the danger is that the language used will be basic as at GCSE without the range and sophistication expected at A Level.

Discursive Essay

- (d) Alle jungen Leute sollten für ein Jahr zum Militär gehen. Was halten Sie davon?
- (e) Die Regierung soll die Medien zensieren dürfen. Inwiefern stimmen Sie zu?
- (f) Wer nicht arbeitet, kann auch kein Geld vom Staat erwarten! Sind Sie damit einverstanden?
- (g) Der Tourismus ist eher menschenfeindlich als menschenfreundlich. Inwieweit sind Sie auch dieser Meinung?

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 stand an der Bushaltestelle. Ein schwarzer Porsche hielt an²⁰ und die Fensterscheibe ging langsam herunter. Ich sah einen den Fahrer²⁰. ~~Er~~ war Er hatte eine Sonnenbrille an und war ganz schwarz gekleidet³⁰ wie im Film die Mafia Bosse. Ich fragte mich ob ich wegrennen sollte. Doch ~~dann~~^{er} fuhr er wieder weg. Wahrscheinlich ein Irrtum. Der Bus kam.

Am nächsten Tag nach der⁵⁰ Schule sah ich die selbe Porsch vor der Schule der⁷⁰ Mann stand diesmal draußen ~~und~~ und sah mich an. ~~Einige~~ Einige fingen⁸⁰ an zu flüstern wer so reich wäre doch ich bekam⁹⁰ eine Gänsehaut. Ich wollte zurück zur Schulgebäude rennen doch da kam der Mann zu mir. Er wird mich wohl nicht¹⁰⁰ am helllichten Tag vor der Schule entführen oder?

„Lucy Naux euer Vater¹¹⁰ hat mich ~~gese~~ geschickt.“ ~~Kannte ich ein~~ sagte er im strengen Ton.

Das soll¹²⁰ wohl ein Witz sein! Ich bin ein Waise glaubt er ich bin so dumm? ~~Er~~ Er ist ein gruslicher Stalker, woha kennt er mein Namen?

Ich rannte fort so schnell¹³⁰ ich konnte aber dann standen mir andere ~~ähnliche~~ ähnlich gekleidete Männer vor dem Schuleingang¹⁴⁰. Sie packten mich.

Ich schrie: „Hilfe! Eine ~~entfi~~ Entführung! Lasst mich¹⁵⁰ los! Ich habe keinen Vater! Lasst mich los!“

Der Direktor¹⁶⁰ lief raus und hielt die Männer an. Er stellte¹⁷⁰ sie zu Rede und wollte dass sie mich los lassen¹⁸⁰ sollten. ~~Da klingelte~~ Die Sekretärin kam dann ~~raus~~ raus und gab den Rektor das Handy. Er sah dann zu¹⁹⁰ mir und gab mir das Aparat Aparat:

„Hallo Lucy!“ das Waisenhaus! Es war meine Betreuerin.

„Madame LeMuel! Was ist los! Ich werde entführt und... bitte helfen sie mir!“

Ich war so verwirrt.

„Lucy keine Sorge. Ein reicher Mann war gestern bei uns und hatte dich adoptiert. Oder besser gesagt abgeholt. Deine DNA stimmt mit seinem überein und er hatte lange nach seiner verrückteren Tochter gesucht.“ Ich war schockiert. Das kann doch nicht wahr sein oder? Warum haben sie es mir den nicht gesagt? Da stimmt doch was nicht! Oder?

Seit diesem Tag an lebe ich in ~~sein~~ Luxus aber ich musste dafür meinen „Vater“ helfen einige Menschen zu eliminieren. Ich war sein gelungenes Projekt.



ResultsPlus Examiner Comments

Although at times the style is too colloquial for writing, the story is well built up, with suspension, feeling, some description and plenty of action. There is a satisfying twist in the tale.

This candidate scores, in the main, in the top bands across the Assessment Objectives.



ResultsPlus Examiner Tip

Creative essays should be imaginative but plausible

Stories should build up suspense and curiosity

It is important to write in an appropriate written register, with rich and varied language.

Question 2 (c)

Once again this year, this question was only attempted by a small number of candidates. Of these, a few were able to write a well-structured newspaper report, with the appropriate register, style and structure. Some candidates considered a range of significant consequences of the internet going down, such as the effects on transport and business, noting that air traffic control, rail control and most business systems were web based. Others merely commented on how nice it was to spend the day in the park actually talking to people.

Question 2 (d)

Although not the most popular of the options, this question was answered by a significant proportion of candidates, covering the full range of ability. Strong responses were thoughtful, developed and well structured, really engaging with the question, and providing coherent argument. For instance, the strongest responses questioned what "all young people" meant, considering both young men and young women. They also tended to argue that, although there were benefits to conscription, in the modern world these were largely based on outmoded political situations, expensive and outweighed by considerations of free choice and the need to progress in education.

On the whole, structure and register were appropriate to the task, providing some sustained argument in an appropriately measured way. Less well-structured responses tended to either rant, giving their opinion at length, or to provide an overly long introduction, often without giving direction to the essay, state what some people thought, state what other people thought, and then assert their own opinion without justifying it.

Weaker responses tended to assume that military service meant being plunged straight into a war zone with little or no preparation, and that it would result in almost certain death. Candidates would be well advised to avoid questions which require knowledge they do not have.

Candidates who announced that they or their parents came from countries where conscription is still in place generally had a better understanding of the issues involved in a year of military service.

Overall, the vast majority of the essays came down on the side of young people having a choice and not being conscripted into military service. Although it was conceded that the experience might be beneficial for character building, discipline and learning new skills that would be useful in a future career and the country would have a wealth of suitably trained people to turn to if war broke out, mostly conscription was viewed as a violation of human rights and that most young people would be fed up with having to follow rules at school so would prefer the freedom to go to university instead. Other arguments included the negative impacts on family life or possible dangers of death due to war zones or the dangers of handling weapons which could lead to more aggressive behaviour. Very few essays mentioned the idea that women would also be expected to do military service and those that did often thought that would be a bad idea (one said the young women would have to leave their children behind which would be bad for family life.)

Question 2 (e)

This question was popular and was answered by a significant proportion of candidates, covering the full range of ability. There were a higher proportion of very strong responses to this question than to the other options. Strong responses were thoughtful, developed and well structured, really engaging with the question of whether the government should censor the media, and providing coherent argument.

On the whole, structure and register were appropriate to the task, providing some sustained argument in an appropriately measured way. Less well-structured responses tended to either rant, giving their opinion at length, or to provide an overly long introduction, often without giving direction to the essay, state what some people thought, state what other people thought, and then assert their own opinion without justifying it.

Strong responses tended to acknowledge the dangers present in the media, and recognise that censorship might help, but suggest other measures than censorship to deal with them. They generally understood the link between a free press and a functioning democracy, and mentioned the dangers of giving a government unrestricted powers to censor the media. They were able to use current and historical examples of media censorship effectively to support their points, including use of social media in civil uprising. These candidates discussed freedom of expression in a thoughtful way.

Weaker responses discussed the pros and cons of the media or of advertising, or focused on the dangers of overly thin models or radicalisation without linking these points back to the question. These candidates tended to assert that anything that contradicted their right to say whatever they like was a bad thing, without a consideration of the implications – either or censorship or of unrestrained freedom of expression.

Discursive Essay

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- (f) Wer nicht arbeitet, kann auch kein Geld vom Staat erwarten! Sind Sie damit einverstanden?
- (g) Der Tourismus ist eher menschenfeindlich als menschenfreundlich. Inwieweit sind Sie auch dieser Meinung?

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) ☒ | |

Medien Plan

→ Unverantwortlich Nutzung ihrer Macht
PRO ZENSUR → Sicherheit schützen
→ Privatsleben

~~(wir)~~ → ~~Wir können~~ ^{unsere} Regierung vertreten
CON ZENSUR → Freiheit ^{bedeutung} in eine ^{solches} Land zu bleiben

→ Unmöglich jede Zeitung zu zensieren
→ Vom wirtschaftlichen Standpunkt wird

~~CONC~~ → ~~(wir)~~ es eine Verschwendung anderer Geld
CONC → Zum Schluss, obwohl es potentielle Nachteile

INWIEFERN zu dieser ~~Medien~~ Pressefreiheit gibt, sind sie notwendig für ein Leben in a good

INTRO → Unsere Gesellschaft ist stolz auf ~~den~~ die Freiheit und wir ~~erwarten~~ erwarten sie in jedem Aspekt unseres Lebens. Jedoch sahen wir in den letzten



P 4 6 3 0 9 A 0 5 1 6

haben ~~die~~ ~~Wang~~, dass die Pressefreiheit ~~und~~ zu ~~Probleme~~ geführt hat, beispielweise ~~in~~ A. 5
Ombudsman: SDR d F
h d n 2 2 ? Turn over

~~(Unsere Gesellschaft ist stolz)~~

Unsere Gesellschaft ist stolz auf die Freiheit und wir erwarten sie in jedem Aspekt unseres Lebens. Jedoch sahen wir in den letzten paar Jahren, dass die Pressefreiheit zu Problemen führen kann, beispielsweise der Abhörskandal. Daher müssen wir uns fragen: sollte die Regierung den Macht haben, die Medien zu zensieren? (49)

Kritiker der Medien behaupten, sie seien heutzutage zu nachtsvoll und sie haben eine unverantwortliche Nutzung ihrer Macht

gereizt. Sie weisen darauf hin, dass der

Abhorstskandal sowohl unmoralisch als auch

gefährlich war, und hat ~~er~~ für viele ^{Opfern} ~~(Menschen)~~

~~(er)~~ ~~(psych)~~ psychologische Probleme verursacht.

Ohne ein Zensur, ist kein Leben wirklich

~~(er)~~ privat und niemand soll Angst davor haben, dass

ihre Geheimnisse veroffenlicht werden werden. Außerdem

besteht es das Problem von Sicherheit; ~~(er)~~ die

Pressefreiheit könnte als ~~(er)~~ eine Sicherheitsrisiko

gelten. Wenn die Regierung die ~~(er)~~ Media

zensieren könnten, wäre dies kein Gefahr. Schließlich ~~(er)~~

sollen wir uns erinnern, dass wir in einer demokratischen

Gesellschaft leben und wir können unsere Regierung vertrauen.

(100)

Andererseits argumentieren (~~Beziehungen~~)

Beziehungen der Pressefreiheit, eine

Einschränkung könne ^{auch} ernste Konsequenzen

für andere Aspekte unseres Lebens. Vielleicht

gäbe es Einschränkungen auf die ~~Rede~~ religiöse

Freiheit oder ein Verbot auf Redefreiheit.

Wir wissen einfach nicht, was die potenzielle

Folge sein könnte und deshalb müssen ~~alle~~

wir alle Aspekte unsere Freiheit schützen. Zudem ^{SC}

wäre es vom wirtschaftlichen Standpunkt eine große

Verschwendung unseres Geld, weil es wahrscheinlich extrem

teuer wäre und tatsächlich wäre es fast ~~wahrscheinlich~~

unmöglich (g) jede Zeitung usw zu (zensieren)
zensieren; man wird immer die Information (Fokus)
heraussuchen. (83)

Zum Schluss, obwohl es potenzielle Probleme
zu dieser Freiheit gibt, sind sie ein notwendig
Übel für das Leben in einem demokratischen Staat.
Es ist bedeutend, dass wir ~~keine~~ ^{keine} ~~Pressefreiheit~~
~~(keine)~~ eine Einschränkung der Pressefreiheit
ablehnen, irgendwie groß sie ist, um ein freies
Land zu bleiben. (42)

$49 + 100 + 83 + 42 = 274$ words



ResultsPlus
Examiner Comments

This is a very strong response. It is clear, focused, informed and well-argued. Although the language does contain some errors, it is complex and varied.

This candidate scores, in the main, in the top bands across the Assessment Objectives.



ResultsPlus
Examiner Tip

Writing on alternate lines can really help the examiner to read problematic writing.

Question 2 (f)

This question was the most popular of the options here, answered by candidates covering the full range of ability. Strong responses were thoughtful, developed and well structured, really engaging with the question about whether people who do not work should expect money from the government, and providing coherent argument. These candidates tended to consider the moral, social and economic implications of giving and not giving money to those who did not work, and separated those who did not work into different categories fairly thoughtfully – including those who had once worked and contributed to the system. They then analysed whether they should expect to receive money from the state.

Weaker responses tended to see the issue in a far more simplistic way, generalising those who did not work as lazy and unwilling to work. They were highly concerned with the unfairness of those who were willing to work paying higher taxes to support those who were not. They were sometimes prepared to concede that those who could not work, such as the disabled, single parents, the overweight or the old might deserve some money from the state, and sometimes gave reasons for this. Some candidates discussed women on maternity leave or homemaking, homeless alcoholics, refugees and immigrants in general without providing evidence. Some candidates referred to the Harz V system in Germany although this wasn't always used to effect with regards to the question. Some of these candidates confused the meaning of "erwarten", thinking that it meant receive rather than expect.

On the whole, structure and register were appropriate to the task, providing some sustained argument in an appropriately measured way, but there were a significant number of less well-structured responses which tended to rant and assert opinions without justifying them.

Geld Stipend bekommen sollten; ^{müssen sie} ~~ja~~ arbeiten!
Dieser Thema ist sehr Heikel; da manche Menschen
zu krank für Arbeit sind, aber ~~aber~~ Meisten lügen.
Aber sollten Arbeitsloser nie Geld vom Staat erwarten?
.....

Einerseits denken viele, dass ~~erlaubt~~ ^{um} ~~keine~~ Mens-
chen ~~Arbeit~~ ^{von} ~~geben~~ weil Manche Menschen ^{von}
Psychologischer oder körperlicher Krankheiten leiden, dies
bedeutet, dass sie ~~keine~~ ^{keine} ~~Arbeitskräfte~~ ^{keine} ~~zum~~ ^{zum} ~~Beispiel~~ ^{zum} ~~haben~~
mehrere ~~schwerwiegenden~~ ^{schwerwiegenden} Krankheiten wie AIDS haben,
ist ~~sehr~~ ^{sehr} ~~gefährlich~~ ^{gefährlich} ~~zum~~ ^{zum} ~~kontakt~~ ^{kontakt} ~~mit~~ ^{mit} ~~einander~~
~~besonders~~ ^{besonders} wenn sie krank ~~ist~~, ist es zu gefährlich
um Menschen mit (mögliche) ~~krankheiten~~ ^{krankheiten} ~~mit~~ ^{mit} ~~AIDS~~
etwas ~~schwächeren~~ ^{schwächeren} ~~Körpersystemen~~ ^{Körpersystemen} ~~zu~~ ^{zu} ~~arbeiten~~ ^{arbeiten} ~~zu~~ ^{zu} ~~lassen~~ ^{lassen} ~~weil~~ ^{weil} ~~dieser~~
^{wie in ein Büro} ^{vide graue das}

Menschen oder Probleme ~~schon~~ ^{schon} spätlich. Menschen ~~haben~~ ^{haben}
oder die Tatsache dass
ist es nicht die Arbeitslosen, ~~wahrscheinlich~~ ^{wahrscheinlich} über den
Verdienst ~~haben~~ ^{haben} ~~Wir~~ ^{Wir} ~~sollten~~ ^{sollten} ~~wir~~ ^{wir} ~~sehen~~ ^{sehen} ~~diese~~ ^{diese} ~~Menschen~~ ^{Menschen} ~~helfen~~ ^{helfen}?
und unterstützen?

~~Andere~~ ^{Andere} ~~gibt~~ ^{gibt} es Menschen, die gegenden Ahnungen
verehen.

~~Andere~~ ^{Andere} Viele Politiker glauben dass Menschen, die
nicht Arbeit wollen, sollten kein Geld vom Staat
verdienen dürfen; da sie zu oft abhängig an den
öffentlichen Geld werden, und ~~deswegen~~ ^{deswegen} keine ~~arbeiten~~ ^{arbeiten}

~~um~~ ^{um} ~~Arbeit~~ ^{Arbeit} ~~zu~~ ^{zu} ~~finden~~ ^{finden} ~~ist~~ ^{ist} ~~schwierig~~ ^{schwierig} ~~und~~ ^{und} ~~man~~ ^{man} ~~muß~~ ^{muß} ~~die~~ ^{die} ~~Wirtschaft~~ ^{Wirtschaft} ~~zu~~ ^{zu} ~~verbessern~~ ^{verbessern} ~~und~~ ^{und} ~~den~~ ^{den} ~~Arbeitslosen~~ ^{Arbeitslosen} ~~helfen~~ ^{helfen}.
Wir müssen ~~alle~~ ^{alle} ~~unserer~~ ^{unserer} ~~Teil~~ ^{Teil} ~~nehmen~~ ^{nehmen} ~~und~~ ^{und} ~~den~~ ^{den} ~~Arbeitslosen~~ ^{Arbeitslosen} ~~helfen~~ ^{helfen}.
Außerdem sagten
viele, dass wir ~~unserer~~ ^{unserer} ~~Geld~~ ^{Geld} ~~nicht~~ ^{nicht} ~~für~~ ^{für} ~~Arbeitslosen~~ ^{Arbeitslosen}



ResultsPlus

Examiner Comments

This candidate appears to have written the essay in faded ink, then over written it in darker ink, crossed bits out and written between the lines. It is extremely difficult to read, which is not in the candidate's best interests.

This is a stark contrast to candidates who write a beautiful copy of an essay, then cross it out and write an identical beautiful copy.

This candidate scores in the mid-range bands across the Assessment Objectives.



ResultsPlus

Examiner Tip

This candidate would benefit from using alternate lines

If crossings out become very confused, put a line through that part of the essay and start again.

Discursive Essay

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Question 2 (e) **Question 2 (f)**
Question 2 (g)

Arbeitslosigkeit ~ zunehmenden Problem - ^{hilftsthemd} - ^{viel sagen ...}
faul etc.
↳ warum sollten sie arbeit wenn sie geld von den Staat bekommen
große Problem, die geld mehr rufen => ^{gesundheit} ^{und Bildung}
statt sollten wir dieser Menschen unterstützung geben um ihrer Arbeit möglichkeiten zu erweitern.
Menschen mit psychologische Probleme oder körperlicher krankheiten, sie kann nicht arbeit, und wir sollten ihnen helfen -> seiner Rechten!
sie sind auch Menschen
-> wir müssen geld zu diese Mensch geben aber nur für nötigkeiten.
Heutzutage ist Arbeitslosigkeit ein immer große Problem. Viele Arbeitslose sagen dass sie keine Arbeit machen kann wegen ^{wegen gesundheitliche Probleme usw.} ^{und muss} ^{arbeiten} durch geld vom Staat bekommen. Aber die Mehrheit von Menschen sind der Meinung, dass sie keine

Geld Stipend bekommen sollten; ^{müssen sie} ~~ja~~ arbeiten!

Dieser Thema ist sehr heikel, da manche Menschen zu krank für Arbeit sind, aber ~~aber~~ Meisten lügen.
Aber sollten Arbeitsloser nie Geld vom Staat erwarten?

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Einerseits denken viele, dass ~~erkrankte~~ ^{un} ~~keine~~ ^{von} Menschen oben ~~keine~~ ^{von} Arbeit ~~erhalten~~ ^{verloren}, weil Manche Menschen ^{von} ~~keine~~ ^{von} Psychologischer oder körperlicher Krankheiten leiden, dies bedeutet, dass sie ~~keine~~ ^{keine} ~~Arbeit~~ ^{Arbeits} ~~erhalten~~ ^{erhalten} können. ^{Konkret} Zum Beispiel haben mehrere ~~aus~~ ^{an} ~~erkrankten~~ ^{erkrankten} Krankheiten wie AIDS, haben, ^{scheitern} ~~ist~~ ^{ist} ~~es~~ ^{es} ~~zu~~ ^{zu} ~~gefährlich~~ ^{gefährlich} ~~in~~ ⁱⁿ ~~Kontakt~~ ^{Kontakt} ~~mit~~ ^{mit} ~~einander~~ ^{einander} ~~wenn~~ ^{wenn} ~~sie~~ ^{sie} ~~krank~~ ^{krank} ~~ist~~ ^{ist}, ^{sein} ~~um~~ ^{um} ~~Menschen~~ ^{Menschen} ~~mit~~ ^{mit} ~~(mögliche)~~ ^(mögliche) ~~Krankheiten~~ ^{Krankheiten} ~~wie~~ ^{wie} ~~AIDS~~ ^{AIDS}, ^{wie} ~~in~~ ⁱⁿ ~~ein~~ ^{ein} ~~Büro~~ ^{Büro} ~~ein~~ ^{ein} ~~schwächeres~~ ^{schwächeres} ~~Körpersystem~~ ^{Körpersystem} ~~zu~~ ^{zu} ~~haben~~ ^{haben} ~~und~~ ^{und} ~~weiter~~ ^{weiter} ~~leben~~ ^{leben} ~~können~~ ^{können} ~~weil~~ ^{weil} ~~man~~ ^{man} ~~glaubt~~ ^{glaubt} ~~dass~~ ^{dass} ~~diese~~ ^{diese} ~~Menschen~~ ^{Menschen} ~~oder~~ ^{oder} ~~Probleme~~ ^{Probleme} ~~schon~~ ^{schon} ~~frühzeitig~~ ^{frühzeitig} ~~Menschen~~ ^{Menschen} ~~erhalten~~ ^{erhalten} ~~oder~~ ^{oder} ~~die~~ ^{die} ~~Tatsache~~ ^{Tatsache} ~~dass~~ ^{dass} ~~es~~ ^{es} ~~nicht~~ ^{nicht} ~~die~~ ^{die} ~~Arbeitslosen~~ ^{Arbeitslosen} ~~wahl~~ ^{wahl} ~~bedingungslos~~ ^{bedingungslos} ~~unterstützen~~ ^{unterstützen} ~~sollten~~ ^{sollten} ~~Wir~~ ^{Wir} ~~sollten~~ ^{sollten} ~~die~~ ^{die} ~~Selbst~~ ^{Selbst} ~~Menschen~~ ^{Menschen} ~~unterstützen~~ ^{unterstützen} ^{und} ~~unterstützen~~ ^{unterstützen}?

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Andererseits gibt es Menschen, die gegenden Ahnungen verlieren.
~~Andererseits~~ Viele Politiker glauben dass Menschen, die nicht Arbeit wollen, sollten kein Geld vom Staat verdienen dürfen; da sie zu oft abhängig an den öffentlichen Geld werden, und ~~darüber~~ ^{keine} ~~motivieren~~ ^{motivieren} ~~um~~ ^{um} ~~Arbeit~~ ^{Arbeit} ~~zufrieden~~ ^{zufrieden} ~~werden~~ ^{werden} ~~sie~~ ^{sie} ~~glaubt~~ ^{glaubt} ~~Wir~~ ^{Wir} ~~lassen~~ ^{lassen} ~~alle~~ ^{alle} ~~unsere~~ ^{unsere} ~~Teil~~ ^{Teil} ~~charakter~~ ^{charakter} ~~und~~ ^{und} ~~die~~ ^{die} ~~Wirtschaft~~ ^{Wirtschaft} ~~zu~~ ^{zu} ~~verbessern~~ ^{verbessern}! Außerdem sagten viele, dass wir unserer Geld nicht für Arbeitsloser

verschwendend sollten, gibt es keine Vielfalt von landesanderer Probleme, die Geld benötigt wie für Gesundheits- und Bildung

die wichtigsten sind.

Zum Schluss, bin ich überzeugt, dass wir Menschen ohne Arbeitsplätze helfen muss, aber nicht durch Staat-
Geld. Deswegen ist meiner Meinung nach, dass es
nützlicher wäre, wenn der Arbeitgeber unterstützt wird
mit Bildungen, sich beruflich weiterzubilden und Arbeitsmöglichkeiten;
gesundheitlich Arbeit und Gesünder verbessern die Steuerer-
Qualifikation erlernt und daher solcher Arbeitsmöglichkeiten
zu nehmen.

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ResultsPlus Examiner Comments

The language in this essay is extremely weak, but the candidate nevertheless manages to communicate some relevant ideas. It deals with some of the main implications of the question, although some of the ideas are a little simplistic. The candidate does try to develop ideas, for example by suggesting that the obese do some sport and eat healthily instead of using state money to buy chips, but this development lacks sophistication and sometimes misses the key points of the question.

As a result the candidate scores in the lower bands for Range and application of language and Accuracy. A mid-range mark band for Organisation and Development would be considered. For Understanding and Response the lower end of mark band 10-12 would be considered here.



ResultsPlus Examiner Tip

This candidate could spend more time planning.

Think about what the main issues are - the most important.

Explore the idea of unfairness in more depth - why is it unfair?

Explore the idea of poverty in more depth - this is introduced in the conclusion - why not use it earlier in the essay?

Think about causes and consequences of unemployment and use these to focus on who needs help from the state and why.

Check verb agreements, focusing on plural endings.

Question 2 (g)

Perhaps the least popular of the questions, this question was nevertheless answered by a significant proportion of candidates. Although there were strong responses to this question, there were also a significant number of responses which seemed barely to have progressed from AS level discussions of tourism, and which focused on environmental concerns without considering the human impact of tourism. There were also a number of anti-tourist rants, a few candidates who thought that tourism was good for people because it was nice to lie in the sun and a few who ranted wrote about terrorism and foreigners without specifically linking this to the human effects of tourism.

Strong responses were thoughtful, developed and well structured, really engaging with the question about the human impact of tourism, and providing coherent argument. These responses tended to focus on the way pollution caused by tourism affects people, on the bad behaviour of tourists and the effect of this on local residents, the ways in which local cultures are being negatively affected by tourism, the ways in which tourism can be exploitative of local people, especially via low paid seasonal work, with major profits leaving the country. They also considered the benefits of tourism. Many candidates identified that tourism was good for tourists.

For stronger candidates, structure and register were appropriate to the task, providing some sustained argument in an appropriately measured way. There was a greater proportion in this question of less well-structured responses, which tended to either rant, giving their opinion at length, or to provide an overly long introduction, often without giving direction to the essay, state what some people thought, state what other people thought, and then assert their own opinion without justifying it.

Discursive Essay

- (d) Alle jungen Leute sollten für ein Jahr zum Militär gehen. Was halten Sie davon?
- (e) Die Regierung soll die Medien zensieren dürfen. Inwiefern stimmen Sie zu?
- (f) Wer nicht arbeitet, kann auch kein Geld vom Staat erwarten! Sind Sie damit einverstanden?
- (g) Der Tourismus ist eher menschenfeindlich als menschenfreundlich. Inwieweit sind Sie auch dieser Meinung?

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 bin mir relativ sicher, dass sich schon fast jeder mal über Touristen aufgeregt hat. Oftmals traben sie in ganzen Schaaaren an, versperren die Fussgängerzone, da sie sich für keine Richtung entscheiden können, oder gerade Fotos von einem sehr „einheimisch aussehenden“ Supermarkt machen. Sie rempeln dich an, da ihre Köpfe tief in einer Stadtkarte stecken und sagen dann nichtmal entschuldigung, da sie deine Sprache nicht sprechen. Man könnte noch hunderte, weitere Punkte aufzählen und sich den ganzen Tag weiterhin aufregen, jedoch sollte man sich auch mal überlegen, ob Tourismus eigentlich doch gerechtfertigt ist und inwiefern gewisse Städte davon abhängig sind.

Als ~~e~~ Erstmals sollten wir uns wohl überlegen, wie viele Male wir selbst in der Touristen Rolle waren und was damals unsere absichten waren. Menschen reisen in verschiedene länder, besuchen neue städte, um etwas von dieser Welt zu sehen. Die Welt bereisen, neue Erfahrungen machen, in eine fremde Kultur eintauchen! Es ist völlig verständlich, dass man in einer fremden, grossen Stadt anfangs keine Orientierung hat, oder unter Umständen die Sprache dieses Landes nicht beherrscht. Viele Touristen städte, Ferien Anlagen, ect. sind vom Tourismus abhängig und würden ohne ihm bankrot gehen.

Wir sollten aufhören, Besucher in unserer Heimat als „dumme Touris“ abzustampfen, ~~und~~ sie zu belächeln oder uns über sie aufzuregen. Anstelle dessen sollten wir userere Hilfe anbieten, sobald wir sehen, dass sich einer verirrt hat, oder anderweitig in seiner Besucher Rolle zu kämpfen hat. Schliesslich ist die Möglichkeit, dass wir bald in seiner Stadt genau das selbe durchmachen und uns über Hilfe freuen würden hoch genug.



ResultsPlus Examiner Comments

This is not a strong response. Although the language sounds very German, it is in the wrong register for a discursive essay, and it is a long way from rich and varied.

The candidate does not answer the question, and generally rants about tourists.

The candidate scores in the top bands for Accuracy, mid-range bands for Range and Application and lower bands for Understanding and Organisation.



ResultsPlus Examiner Tip

Answer the question!

Use arguments - give reasons to support or oppose an idea.

Write in appropriate essay style,

Question 3 (a)

As usual, this question was answered by only a relatively small number of candidates. Strong responses demonstrated clear evidence of reading, research and understanding, and fully answered both parts of the question – how industry has changed and whether the area was in a position to meet the future.

However, many candidates who answered this question were not able to demonstrate much evidence of having researched their chosen area, or found it difficult to make what they did know fit the question, in that they were not very well able to identify how industry had changed, or evaluate how well-prepared it was for the future. A significant number of candidates opting for this question elected to write about an area they felt they knew well rather than one they had carefully researched, particularly those who had lived in a German speaking country, and were writing from personal knowledge of the area rather than researching an area, which meant they were not as able to do themselves justice by substantiating. Most candidates found it difficult to organise their knowledge so that the second part of the question could be confidently answered and justified. Only very few offered solutions as to what the town/region should do to be more prepared for the future.

Although there were some well-structured, well-argued and well developed responses, many candidates would benefit from looking at how to organise their responses, many essays had wordy general introductions which then prevented them from developing ideas later on in the body of the essay. Some candidates favoured the use of questions, throughout or in the conclusion which would be better omitted, both stylistically and in terms of presenting a convincing argument. It is also unnecessary to set the scene at length.

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

Das Obere Mittelrheintal ist ein Gebiet, das erstreckt sich über 67km entlang durch Rheinland Pfalz bis zur südlich Grenze in Hessen, es liegt zwischen den Mittelgebirgen, ^{Hunsrück} ~~Harz~~ und Taunus. Besondere bedeutung hat das Obere Mittelrheintal aufgrund seines Reichtums an ^{Kulturellen} ~~Historischen~~ Besonderheiten und des Weinbaus. Auch wird das Obere Mittelrheintal bis 2002 in die Liste der UNESCO Weltkulturerbe.

Der Region, die ich studiert habe, ^{enthält} ~~hat~~ viele Industrie
die ^{die} ~~Region~~ ^{Region} geprägt hat:
^{der} ~~Industrie~~

Erstens ist ^{der} Tourismus in das Gebiet sehr
wichtig, weil es die Region geändert hat.
Das heißt der Region hat viele ^k kulturellen
Sehenswürdigkeiten, die attraktiv für viele
Leute sind. Und das bringt viele Möglichkeiten
um die Wirtschaft des Regions zu verbessern.

In die Zukunft ist die Industrie dort vorbereitet,
weil die Bedeutung des Regions jeden Tag
größer ist, und um die Tourismus Zahlreiche
zu bewahren, haben sie ein Zweckverband
einleiten. Das besteht aus ⁿ nicht nur
Sehenswürdigkeiten zu bauen sondern auch
viele ^a Aktivitäten wie zum Beispiel ^{die} ~~Karneval~~
so genanntes Karneval oder die "Rhein in
Pflamen" zu machen. ^a Wie ich schon gesagt
habe, das würde natürlich ein ^{wunderbaren} Möglichkeiten
für die Wirtschaft des Region ~~zu~~ ansteigen.

Zweitens ^{sind} ~~hat~~ die Industrien "Aleris" und "TRW"
wichtig. Beide Industrien herstellen Teile
um Autos zu reparieren und neue Technologien
auszuprobieren. Sie ^{haben} ~~hat~~ sich ~~die~~ der Region
geändert, weil beide ~~haben~~ mit der Entwicklung

des Regions helfen haben. Die Industrien sind dort auf die Zukunft vorbereitet, weil sie rund ~~das~~ der Welt ihr ~~in~~ Produkte herstellt. ~~Das ist nicht~~. Auch haben sie ~~ein~~ ^{neuen Idee} ~~Plan~~ ~~ein~~ einleiten um die Vorbereitung der Zukunft zu fördern.

Zum Schluss ~~in~~ dachte ich, dass die Industrien in das Obere Mittelrheintal sehr wichtig sind, weil sie ~~in~~ ~~der~~ ^{der} ~~Region~~ ^{viel} geändert und geprägt haben.



ResultsPlus Examiner Comments

This is a weak response which does not answer the question at all effectively. It is broadly descriptive, starting with a long and unnecessary tourist guide style introduction which is not at all related to the industry.

When the candidate does begin to talk about industry, they do not mention changes to the industry, and merely assert that it is ready for the future without giving effective reasons. The conclusion is answering a totally different question. It is descriptive, and although there is evidence of some facts having been learned, it is all rather superficial.

Candidates' scores in the mid-range bands for Quality of Language and the lower bands for Research and Understanding and Organisation and Development



ResultsPlus Examiner Tip

Answer the question!

Prepare information that can be used to answer a range of questions.

Practise using this information to answer different questions.

Question 3 (b)

This was a reasonably popular choice of question. Strong responses were fully based in reading, research and understanding, and fully answered the question about social changes and their effects. These candidates tended to describe a social change using laws and reforms, historical events, new market strategies, statistics and their effects on the population.

Most candidates were able to grasp the requirements of the question and, adequately identify some aspects of social change and evaluate them. However, there were still a significant proportion of responses which tended to simply describe the "Zeitraum" by listing historical data without much reference to the question.

As a general rule, candidates who focused in on a small section of history were more successful in generating a well-researched, sophisticated and evaluated response than those who opted for broader sections, where they were only able to identify changes in a more superficial way.

Although there were some well-structured, well-argued and well developed responses, many candidates would benefit from looking at how to organise their responses, many essays had wordy general introductions which then prevented them from developing ideas later on in the body of the essay. Some candidates favoured the use of questions, throughout or in the conclusion which would be better omitted, both stylistically and in terms of presenting a convincing argument. It is also unnecessary to set the scene at length.

Ich studierte den Zeitraum 1971-1989, ^{Demokratische Republik}
indem die wichtigste Persönlichkeit Erich Honecker war.
Am 3. Mai ersetzte Honecker Walter Ulbricht als
Staatsvorsitzender der SED (die Sozialistische Einheitspartei
Deutschland) und Honecker führte sozialen Veränderungen
ein.

Gleich nach Amtsantritt erliess er eine neue
Direktive, die die „Einheit der Wirtschafts- und
Sozialpolitik“ anstrebte. Der Grund dafür war, dass
er sich profilieren wollte und folglich „die
Hauptaufgabe besteht in der weiteren Erhöhung
des ~~materiellen~~ materiellen und kulturellen
Lebensniveau des Volkes“. Auf diese Weise stieg
der allgemeine Wohlstand. Zum Beispiel gab
es höhere Sozialleistungen wie ein bezahltes

Babyjahr, ~~und~~ allgemeine Lohn- (es stieg von 1970 755 Mrd M auf 1980 1021 Mrd M³) und Rentenerhöhungen und mehr Kinderkrippen wurden eingerichtet. Das bedeutete, dass mehr Frauen arbeiten konnten und bis 1989 waren 90% der Frauen beschäftigt.²

Ebenso führte Honecker den Wohnungsbau ein und 1,8 Mio Wohnungen wurden mit Fernheizung, fließendem Wasser und mehr Platz gebaut.⁶ Deshalb hatten alle ein angenehmes Zuhause und man könnte argumentieren, dass diese sozialen Veränderungen ~~sehr~~ vorteilhaft ^{für die Bevölkerung} waren, denn beide ~~Eltern~~ Eltern konnten

arbeiten und alle hatten eine Wohnung. Die Folge war, dass der Lebensstandard² in der DDR der höchste des Ostblocks war und die Bevölkerung waren immer mehr zufrieden. *

Wegen der Sozialpolitik ~~Wirtschaft~~, stand die Wirtschaft kurz vor dem Zusammenbruch. Honecker hatte übermäßige Mengen an Geld aus dem ~~Westen~~ ^{Westen} geliehen, um die Subventionen zu finanzieren. ~~Das~~ ^{Folge} stieg die Auslandsverschuldung von 1970 2 Mrd M auf 1980 27,9 Mrd M⁵. Daher, um die ernsthaften Schulden zu tilgen, importierte Honecker Müll aus dem Westen und hochwertige Konsumgüter wurden exportiert, die das ~~Lebensbedingungen~~ Lebensbedingungen

der Bevölkerung verschlimmerte. Der Grund dafür war, dass es zu Versorgungsengpässen² kam und es führte^{auch} zu Krankheiten wegen der Müllberge. Beispielsweise litt fast jedes zweite Kind an Atemwegserkrankungen⁴. Das zeigt, dass die sozialen Veränderungen die Wirtschaft schwächte und dies machte das Leben für die Bevölkerung schwerer.

Wenn ich alles in Betracht ziehe, komme ich zu dem Schluss, dass die Sozialpolitik viele andere sozialen Veränderungen ~~versetzt~~ unternahmerte und ~~es schätzte~~, dass sie ^{hatten} eine negativen Auswirkungen auf die Bevölkerung ~~hätten~~, vor allem weil die

DDR-Bürger ~~im~~^{immer} mehr unzufrieden wegen der Müllberge und der Mangel von Gütern waren. Sozialpolitik viele sozialen Problemen für die Bevölkerung wie Versorgungsengpässe und Krankheiten ~~were~~ verursachte.

Quellen:

- 1) Leben und Alltag im geteilten Deutschland - BVK Verlag
- 2) Geschichte und Geschehen: Zusammenbruch der DDR
- 3) www.kas.de
- 4) www.zeitliches.de/ddr/honecker
- 5) www.bpb.de
- 6) www.planet-schule.de



ResultsPlus Examiner Comments

This is focused, well researched and answers the question from different perspectives. It makes points about political and economic reforms and shows how they caused social changes and the effects these had on the population. There is a very effective understanding of the period, and there has clearly been in depth research.

The top bands across all Assessment Objectives would be considered for this response.

Question 3 (c)

More candidates than normal answered this question, and the overwhelming majority of these focussed on the refugee crisis. The strongest responses really focused on the political challenges inherent in the refugee crisis, with awareness of political consequences and actions being taken to deal with the crisis. These responses showed clear evidence of having read and listened to quality news media regularly. These responses analysed and evaluated consequences such as the rise of far-right populist parties such as AfD and marches by PEGIDA. There were some very thoughtful considerations of how the government and other agencies were dealing with the crisis.

However, many candidates responded in more general terms, dealing with the crisis facing Europe as a whole without focusing specifically on German-speaking countries. Few candidates could analyse in depth how the government was responding to the challenge and answers were often focussed on humanitarian rather than political aspects. Few candidates showed evidence of in-depth research; statistics quoted were general and at times lacked credibility with the appearance of having been gleaned from social media or even made up. Supporting 'evidence' was often anecdotal in tone based on perceived personal experience.

Question 3 (d)

This was, as ever, the most popular of the options, with a significant majority of the candidates answering this question.

Many candidates engaged well with the question, and produced thoughtful evaluative responses, either on the goals of a character within the work, or on how the character was used for a purpose by the author/writer/director to develop a theme/plot device.

Those who identified a single significant goal, or a goal which changed, were generally the most successful as they were able to use key scenes within their chosen work to evaluate how they affected/enabled their chosen character in pursuit of the goal. These essays sometimes also questioned the goals, gave different viewpoints and/ or offered interpretations that were beyond the obvious approach. The changing of goals was often successfully described, especially in essays about "Das Leben der Anderen" and "Good-bye Lenin" and linked to a general change in the character. Successful essays also managed to evaluate the fact whether the goal(s) had been achieved and back up this evaluation with evidence from the work.

Weaker responses tended to identify insignificant goals, and often listed a series of insignificant goals, without much analysis or evaluation, seeking a number of goals to consider in their response, and tending to identify side-themes or single events as goals and so limited themselves to rather superficial or confused responses.

Disappointingly, many essays were a summary of the plot of either a film or a book, not referring at all to the question or merely mentioning "Ziele" as an afterthought in the conclusion. Some candidates took the introduction to summarise the plot without reflecting on the question at all.

There was once again evidence that some candidates were not aware of the requirements for the research-based question, choosing works which did not lend themselves to analysis and evaluation, and in some instances, works which were not of German origin.

Although there were some well-structured, well-argued and well developed responses, many candidates would benefit from looking at how to organise their responses, many essays had wordy general introductions which then prevented them from developing ideas later on in the body of the essay. Some candidates favoured the use of questions, throughout or in the conclusion which would be better omitted, both stylistically and in terms of presenting a convincing argument. It is also unnecessary to set the scene at length.

The most popular films were "Das Leben der Anderen", "Die Welle", "Good Bye Lenin!" and the most popular books "Der Besuch der alten Dame", "Die 'Physiker'", "Der Vorleser" but also "Andorra", "Homo Faber" and "Die Verwandlung". A few candidates wrote about Lessing's, "Nathan der Weise," and saw clear parallels between the Enlightenment work about religious tolerance and the situation today. For the first time, there were a few essays on Bauersima's "Norway today", and on the film "Fack ju Göthe," which, despite their names, both seem suitable for analysis and consideration of cultural background.

„Das Leben der anderen, von Helmut Florian Henckel von Donnersmarck
inszeniert, spricht vom „Leben und Leiden im Schatten der Stasi“ (Kleinhard
Mohr). Eine der Hauptfiguren, Gerd Wiesler (Ulrich Mühe), hat meiner
Meinung nach zwei Ziele: nicht nur ein guter Sozialist ~~zu sein~~ sondern
auch ein guter Mensch zu sein. Wir werden sehen, wie erfolgreich er
ist.

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In der damaligen Deutschen Demokratischen Republik lernte man in der
Schule, wie man ein guter Sozialist sein könnte. Am Anfang ist Wiesler ein
ausgezeichnetes Beispiel ^{daran} vom ~~besten~~ Stasi-Offizier: wir schauen seinen
Unterricht der Stasi-Verhörmethoden an, ^{der} ~~was~~ ^{sehr} ~~er~~ ^{schon} ~~er~~ ^{wie} „unmenschlich“
er laut jemand ist. ~~Widerstand~~ ~~ist~~ ~~Wiesler~~ ~~ein~~ ~~guter~~ ~~Sozialist~~,
~~aber~~ ~~Sein~~ ~~festes~~ ~~Glauben~~ ~~an~~ ~~den~~ ~~Sozialismus~~ ~~ist~~ ~~in~~ ~~der~~ ~~Kantre-Szene~~
^{klarlich} ~~dargestellt~~, ~~irgendwo~~ ~~muss~~ ~~als~~ ~~er~~ ~~mit~~ ~~den~~ ~~niedrigeren~~ ~~feuten~~ ~~sitzt~~:
„irgendwo muss der Sozialismus doch beginnen.“ Jedoch kann ^{Wiesler} ~~er~~ ~~nicht~~
völlig dem Regime zustimmen; er wird mitgenommen und enttäuscht, als
er Hemph wahre selbstsüchtige Beweggründe herausfindet. Deshalb ~~beginnt~~
beginnt er, Widerstand dem Regime gegenüber zu leisten, und dadurch
setzt seine eigene berufliche Zukunft auf Spiel. Er ist ~~ja~~ ~~ja~~ ~~aber~~ ~~ein~~
kesserer Sozialist als Gombitz (Ulrich Tukur), der sich nur mit
Ehrgeiz befasst: „Wir beide haben an dieser Liebesgeschichte viel zu
gewinnen... oder zu verlieren.“ Das Regime und seine Kollegen sind für
~~ihn~~ ^{Wiesler} ~~enttäuschend~~: „Wiesler wird konfrontiert, wie anders als er

andere ihren Glauben an den Kommunismus lehen", und deshalb erreicht er dieses Ziel nicht.

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Wieder
Demegen wird er zwischen seinen Treuen hin- und hergerissen. Er möchte ein guter Mensch sein, aber es ist ihm nicht ^{mehr} klar, was das bedeutet: „es ist ein großer Moment für ihn, ein Moment der Entscheidung, aber auch der Verneinung.“ Später denkt er, dass er sei zu weit gegangen, und deshalb gibt er mit einem wahren Bericht ~~an~~ ^{mit} den Informationen über Dreyman (Sébastien Koch) Artikel zu Grubitz. Als er ^{aber} Dreymans Strafe hört, ändert er seine Meinung: „und weißt du, was allerbeste ist? Die meisten Typ 3, die wir so bearbeitet haben, schreiben danach überhaupt nicht mehr.“ Er sieht zum ersten Mal wie unbarmherzig die Stasi ist, und danach beginnt er ~~endlich~~ zu handeln. Obwohl Suchland sagt, es sei „die Kunst, die ihn zum guten Menschen macht“, denke ich persönlich, dass er ~~will~~ recht machen will, was er früher als Stasi-Mitarbeiter erledigt hatte. Schließlich rettet er Dreyman leben, indem er die Schreibmaschine vom Versteck entfernt: das gilt für mich als Beweis, dass er jetzt ein guter Mensch geworden ist. ~~aber fürchtet die Strafe der Stasi nicht mehr.~~

~~Das Schicksal von Dreyman hat gezeigt, dass sein Film sei, geht ~~stärker~~ ^{stärker} und auch Meines Erachtens ändert sich wieder seine Ziele im Laufe des Films, wobei ~~die~~ und wie Florian~~

Henschel von Donnermark sagt, es sei „einer über die Figuren“ - ~~ausnahmslos~~
- ~~ist~~ ^{endlich} wieder ~~ein~~ ^{ein} guter Mensch geworden, ~~wie er wollte~~ wenn er
nur ein guter Sozialist werden wollte, hätte er ^{nie} ~~nicht~~ ein guter Mensch
werden können.

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ResultsPlus Examiner Comments

This is a very strong response. There is a clear focus on answering the question throughout, considering both parts of the question. There is good background knowledge and knowledge of the work. Relevant quotations are used to support points made, there is analysis, evaluation and consideration of different perspectives. The top bands across all Assessment Objectives would be considered for this response.



ResultsPlus Examiner Tip

This candidate might benefit from writing on alternate lines.

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

~~Der Vertreter~~ von Bernhard Schlink ist ein
Plan ^{ziele} ~~Plan~~ dabei thematischer offen seine TF

• Michael's ~~Plan~~ ^{ziele} - entwickelt im Ablauf des Romans.

1) Ersteres - ~~z~~ Hanna zu lieben

2) zweiteres - ihres Vergangenheit zu verstehen

• Hannas Ziele 1) ~~z~~ dass Michael michael nutzen
2) seine Vergangenheit vergessen

'Der Vorleser' von Bernhard Schlink ist ein moderner Roman über die zweite Generation nach dem Krieg. Es gibt zwei Hauptcharaktere; Michael Berg, eine 15-jährige Junge, und Hanna Schmidt, eine ~~40~~ ungefähr 40-jährige Frau. Beider Charaktere haben verschiedene Ziele, aber Hannas sind ~~mehr~~ wichtiger in der Ablauf des Romans.

Hannas Ziele verändert im Verlauf des Romans. Im ersten Teil, ihre Ziel ist Michael zu nutzen. Hanna ist Analphabetin, also wann Michael kommt nach Hannas Wohnung, ~~er~~ test Michael liest für Hanna. (passend der Titel- 'Der Vorleser'). ~~Wegen Hanna~~ sie nutzt Michael auch für Lieben und manchmal für ~~die~~ Hilfe mit Hausarbeit. Hanna ist erfolgreich mit diese Ziele, da Michael liebt Hanna ^{also} ~~und~~ er ~~wurde für~~ machen viele Dinge für sie.

In zweite Teil des Romans, wir finden ~~aber das~~ dass Hanna ein Aufseherin in Auschwitz war. Wegen das, sie geht nach Gefängnis und später macht Selbstmord. Wir hören Hannas Meinung ^{bei} ~~im~~ Gericht wenn sie ^{fragt} ~~sagt~~ "Was würdest du tun?". Nicht wie Michael, Hanna hat Angst ~~so~~ für ihre Vergangenheit, ~~im verg~~ Das ist im Vergleich zu Michael; ihres

Ziele ist ihres Vergangenheit zu verstehen, statt vergessen.
Michaela Egbers sagt über Michaels Angstlosigkeit:
sie sagt dass Michael hat kein Angst über ihre
Vergangenheit. Für Hanna, war diese Ziel nicht
erfolgreich, ^{aber wir müssen} weil sie macht nicht für sicher.

In Fazit, glaube ich das Hannas Ziele war erfolgreich
im ersten Teil aber nicht im zweiten Teil. Trotzdem
das es ist schwierig zu sehen, ~~was~~ Hannas Ziele zu
sehen, weil wir wissen nicht genug über seine
Hintergrund und ^{ein bisschen} Beweggründen. Wir könnten nur
wissen nur über seine Vergangenheit mit der Krieg
und nicht viel über seine Hintergrund.



ResultsPlus Examiner Comments

This is a mid-range response. There is an attempt to answer the question but the essay is mostly narrative. It is not always clear what the goals are that the candidate is referring to. There are quotations, but these are not always apt or well used.



ResultsPlus Examiner Tip

Plan more thoroughly with more detail.

Use the plan to guide the essay - the plan shows clear goals identified. Each section could start with the identification of those goals rather than with telling the story.

Avoid narrative.

Only mention events which can help you to answer the question.

Use quotations to help you answer the question.

Section B

As usual, there were a small number of candidates who did not remember to tick the box for which question they were answering, or who changed their minds so many times that it was unclear to the optical reader. In most of these cases the content of the essay made it clear to the examiner, although there were one or two responses which were so unclear that it was not obvious which question they were answering.

Section C

As usual, there were a few candidates who did not tick the box to show which question they were answering. In most cases it was immediately clear to the examiner which question they were attempting, but there were one or two which operated fluidly across geography, history and modern period without effectively responding to any of the questions.

Paper Summary

Overall, the session went well, and most candidates seemed to do themselves justice.

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

- Plan carefully and effectively.
- Focus on ideas and quotations which will answer the question rather than favourite ideas, pre-prepared phrases and quotations.
- Take ideas one step further - for example by considering causes and consequences and using these to answer the question.
- Practise using information to answer a range of different questions (rather than pre-learning whole essays and hoping that they fit the question that comes up).
- Check language carefully with a focus on known weaknesses - for instance, candidates who struggle with verb endings should get those right before thinking about dative plurals.
- Develop arguments and ideas rather than describing, narrating and asserting.

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>

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