



Examiners' Report

June 2019

GCE German 9GN0 01

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Introduction

This is the second examination of Paper 9GN0_01. This unit is designed to assess candidates' reading and listening comprehension and translation skills using a variety of authentic resources. Candidates are required to understand and convey their understanding accurately and have further opportunity to demonstrate their ability to translate accurately from German into English.

The content for the unit is drawn from four themes: *Gesellschaftliche Entwicklung in Deutschland*, *Politische und künstliche Kultur im deutschen Sprachraum*, *Immigration und die deutsche multikulturelle Gesellschaft* and *Die Wiedervereinigung Deutschlands*. Please refer to the specification for further information.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 6-7 minutes and are recorded onto CD (or are available for Centre download as an mp3 file). Tasks involve a multiple choice test, answering questions in the target language on a variety of extracts of varied length and summarising in German the main points of a passage. The total mark of this section is out of 30.

Section B is also out of 30 marks and assesses candidates' reading skills. There are five authentic texts in German with various degrees of difficulty. One of them is a literary text. Task types include multiple choice task, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 20 marks and comprises a translation from German into English.

The overall time allocation for this paper is 2 hours. Candidates are recommended to start with the listening material and to complete this within 50 minutes. 50 minutes is recommended for Section B and 20 minutes for Section C, although candidates are free to vary this if they wish. However, it is important to leave sufficient time for the translation as this is worth 25% of the whole paper.

All questions in this paper are marked according to a points-based mark scheme which is updated at the standardisation meeting to take account of the full range of candidate responses. Certain marking principles are applied by examiners which centres need to take into account when preparing candidates for this examination. The most important of these is **the order of elements rule**. Examiners assess responses in the order of elements given by the candidate and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score. However, repeating or paraphrasing the question or a preamble to an acceptable response does not count as elements in the response.

Overall there were some impressive performances by candidates who demonstrated a wide knowledge of vocabulary and an ability to answer questions manipulating language accurately at this level.

Question 2

Question 2 carries five marks and requires candidates to produce verbal responses in German to questions set in German. Lifting is allowed, although this can lead to transcription errors. However, candidates need to remember that any such lifts must be targeted - indiscriminate transcription of what they have heard is not a guarantee of a mark. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. Full sentences are not required in this task but candidates should be aware that full and detailed information is needed. Examiners are asked to be lenient in regards to spelling however **if a misspelt word becomes ambiguous or an English spelling is used, a mark is withheld.**

The transcript was about the impact of refugee children on German schools focusing on the positive impact of immigration. Overall the task was accessible to candidates and most coped well with a number of candidates scoring full marks. Candidates attempted to use their own words for their answers frequently and successfully and some candidates were able to lift the correct sentence successfully.

2(a) wanted candidates to express that it was difficult to follow rigorously a curriculum/scheme of work. The spelling of 'stur' as 'Stuhl' prevented some candidates from achieving a mark. It is important to read carefully through your answer after completing the task and consider whether the word chair really makes sense.

In 2(b) most candidates gained the mark and many could state that students are working more independently now or work in smaller groups.

2(c) proved to be more difficult for candidates. Candidates were supposed to say what was special about these changes but many quoted *das unglaubliche Engagenment der Lehrer* which does not answer the question. A fair number realised they needed to address the changes but some only mentioned the presence of the refugee children without adding any further detail and did not gain the mark.

2(d) was generally well answered and most candidates were able to gain at least one mark. Some lost a mark as although they understood what the teachers had to do they omitted "zwingen" or "müssen" in their answer and not all candidates managed to make clear that the co-operation, etc. was between teachers and not students.

Question 3

Question 3 requires candidates to respond in German to questions set in German and carries 9 marks. The recording featured an interview about the new Elbphilharmonie in Hamburg and its significance for classical music and the city.

In 3(a) most candidates were able to gain a mark by stating that the interview took place in the hall of the Elbphilharmonie. As the question asks for an exact location, a few candidates lost marks as the answer 'in Hamburg' was considered too general and the spelling of 'Saal' as 'Zahl' was rejected.

3(b) wanted candidates to state how the special sound is achieved. Many candidates were able to communicate that the wall was responsible for the sound and very able candidates were able to describe that the wavy form of the wall was the cause for the special acoustic. Some candidates lost marks by only mentioning a wavy form but not mentioning the wall.

Most candidates answered 3(c) correctly with the idea of tickets being sold out years in advance, but a fair number wrote "vor Jahren", which led to ambiguity and a mark was withheld.

In 3(d) many candidates were able to explain that the amount of money spent on the building shows the importance of music in the city. Most candidates quoted the actual amount of money spent with only a few making a mistake with the number. Some candidates just made a general statement that a lot of money was spent which scored the mark as well.

3(e) asked candidates to explain the purpose and aim of the building stating that it is supposed to enthuse more people for classical music. This proved to be quite tricky, as many candidates merely lifted without manipulation 'Menschne für klassische Musik zu begeistern'. Using "zu" and the infinitive even though the question used "soll" is considered an untargeted lift. Candidates need to ensure they manipulate their answers and do not lift from the text. Trying to manipulate while using the same words sometimes gave the impression people were inspiring classical music "eine Chance für mehr Menschen klassische Musik zu begeistern".

3(f) asked about the unique aspect of the organ in the hall. It is a good example that illustrates the importance of reading the question carefully as it asked for the unique aspects **in the hall**. A common incorrect answer focused on how long it took to produce the organ.

3(g) required an answer that names two other activities of what you can do there. A number of candidates had not read the question carefully enough to realise they should say what you could do there rather than what there is and so two marks were lost.

In 3(h) candidates were supposed to explain why the Elbphilharmonie is the new landmark of the city with the answer being that it is visible from everywhere in the city. Unfortunately, quite a few candidates answered with "man kann die Stadt sehen". Some candidates said both "man kann die Stadt sehen und man kann das Gebäude von überall in der Stadt sehen" thereby not gaining the mark because of the order of elements rule. If one mark is available for the answer, only the first answer will be considered.

Hörtext 3 – Die Elbphilharmonie

3 Hören Sie dieses Fernsehinterview über die Elbphilharmonie in Hamburg.

Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wo genau findet das Interview statt?

(1)

~~Wo~~ Im großen Zahl der Elbphilharmonie



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Examiner Comments

When spelling out unknown words in listening tasks, it is important to ensure that the word spelt out does not mean something else as it would be ambiguous. This example shows a common misspelling in this year's paper in Question 3(a). Some candidates spelt 'Saal' as 'Zahl' which prevented them from scoring the mark.



ResultsPlus
Examiner Tip

In a listening task when spelling out unknown words ensure that it is not a different German word in the end. Also avoid any English spellings e.g. creative etc.

(1)

Im 'Großen Saal' der neuen Elbphilharmonie

(b) Was erzeugt den einzigartigen Klang?

(1)

Die Wand ist wellenförmig

(c) Woher weiß man, dass die Elbphilharmonie beliebt ist?

(1)

Konzertkarten sind für Jahre ausverkauft

(d) Was zeigt, dass die Musik in Hamburg eine Priorität hat?

(1)

Der Bau des Gebäudes hat € 866 Millionen gekostet

(e) Was soll die Elbphilharmonie für die Musik bewirken?

(1)

Mehr Menschen für klassische Musik zu interessieren

(f) Wie unterscheidet sich die Orgel im Saal von herkömmlichen Sälen?

(1)

Sie steht zwischen den Zuschauern

(g) Was kann man im Gebäude noch machen? Geben Sie **zwei** Details.

(2)

Man kann im Gebäude übernachten (im Hotel) oder sogar wohnen.

(h) Warum wird die Elbphilharmonie das neue Wahrzeichen Hamburgs?

(1)

Man kann sie von überall in Hamburg sehen.



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Examiner Comments

This candidate answers all questions correctly and is awarded full marks. Most questions are answered in simple, short sentences and some with short phrases, which is perfectly acceptable. For question 3(e) many candidates simply lifted 'mehr Menschen für klassische Musik zu begeistern' and lost out on the mark as the use of 'zu' is grammatically incorrect in relation to the answer. When copying answers from the text it is important to slightly manipulate them. This candidate has substituted 'begeistern' with 'interessieren' and thus gained the mark.



When lifting language from the text it is important to either manipulate it grammatically or substitute/add a word in order to avoid a potential loss of mark for untargeted lifting.

(a) Wo genau findet das Interview statt?

(1)

Hamburg

(b) Was erzeugt den einzigartigen Klang?

(1)

Beste acutic ~~akustisch~~ wellenartig gebogen es ist

(c) Woher weiß man, dass die Elbphilharmonie beliebt ist?

(1)

Musiker wollen spielen und Konzertkarte sind schon für Jahre ausverkauft

(d) Was zeigt, dass die Musik in Hamburg eine Priorität hat?

(1)

866
Elbphilharmonie ist 866 Millionen Euro gekostet

(e) Was soll die Elbphilharmonie für die Musik bewirken?

(1)

Die Popularität und die Anziehungskraft der Elbphilharmonie

(f) Wie unterscheidet sich die Orgel im Saal von herkömmlichen Sälen?

Die Entwicklung und der Erstellung der Orgel, die im Gegensatz zu anderen Konzertsälen⁽¹⁾ mitten zwischen die Zuschauer platziert ist

(g) Was kann man im Gebäude noch machen? Geben Sie **zwei** Details.

(2)

Großen Konzertsäle, Hotel, Wohnungen Musikpädagogie, ~~offener Raum~~

§ In Hotel schlafen, wohnen und Musik lernen ~~und Zone off~~

(h) Warum wird die Elbphilharmonie das neue Wahrzeichen Hamburgs?

(1)

Es gibt eine öffentliche Plaza, Alle Leuten können die ganze Stadt sehen.



ResultsPlus
Examiner Comments

This candidate was awarded 2 marks in total ((c) and (d)). Some marks were lost as the questions were not read carefully enough. Question (a) states *Wo genau*... and therefore requires a more precise answer than 'Hamburg' by itself. In (e) the key word is '*bewirken*' and the answer does not really describe the effect. For 3(f) many candidates focused on the development and production but the question focused on the organ in the hall: *Wie unterscheidet sich die Orgel im Saal von herkömmlichen Sälen?* and the position of it is therefore the only acceptable answer.



It is important to read the question carefully and directly link the answer to the question. In questions with 1 mark, only the first answer counts.

Question 4

Question 4(a)(i-iv)

Question 4(a) requires candidates to respond in German to questions set in German and carries 6 marks. The recording featured an interview about the deposit bottle scheme - its history, challenges and opinions on it. Candidates demonstrated that they are very familiar with the topic of recycling.

In question 4(a)(i) candidates were supposed to explain why the system was reformed with the answers being for environmental reasons. A number of candidates struggled with the concept of 'zuliebe' and wrote about what the previous system was like, rather than why it was reformed.

Many candidates successfully answered 4(a)(ii) and communicated that a deposit is now charged on all bottles.

In question 4(a)(iii) most candidates scored at least 1 mark mainly for saying it should act as a deterrent. Some also wrote about 80% of drinks should be filled using *Mehrwegflaschen* but by using "so abgefüllt werden" without any previous reference to *Mehrwegflaschen* made the answer nonsensical. It is important to ensure that the answer clearly communicates the message intended.

In question 4(a)(iv) many candidates were able to express that there are more plastic bottles than ever before and gained a mark. However a number of candidates only stated the percentages of *Mehrwegflaschen*, without linking this to the actual question and lost a mark.

The answer to question 4(b)(v) expressed the idea that people think these bottles are environmentally friendly as they pay deposits on them. Some candidates struggled to express this idea. Furthermore, the spelling of 'suggeriert' sometimes lead to ambiguity and so a mark was lost.

Question 4(b)(i-ii)

This question requires candidates to summarise three main points from the dialogue, making sure to address all the bullet points. Candidates who try to transcribe the whole dialogue are penalising themselves as only the first point made for each bullet point will be credited using the order of elements rule. This is applied discreetly. This year many candidates tackled this task successfully.

Candidates performed well across both tasks with many gaining full marks in (b)(i).

In 4(b)(i) most candidates performed well and scored all 3 marks, summarising the points succinctly. Everyone recognised that she had a positive opinion about the system and could name one positive impact of it. Almost every candidate communicated that recycling is better than throwing items away.

4(b)(ii) proved a bit more difficult with fewer candidates scoring 3 marks. The first point was mostly correctly expressed with some candidates going into great detail of the problems with the machines. For the second point several candidates did not include the idea of the system in other countries being less complicated but just said they did not have the German system and therefore did not gain a mark. Most candidates were able to express the fact that the system was not successful although a few candidates said the opposite or "verfehlt" was sometimes misspelt as 'verfällt', which also led to a loss of marks.

(b) Hören Sie, was Frau Bohne und Frau Reschke über das Pfandflaschensystem sagen. Antworten Sie **auf Deutsch**.

(i) Fassen Sie zusammen, was Frau Bohne über die folgenden Themen sagt:

- Ihre Meinung über das Pfandflaschensystem (1)
- Positive Auswirkungen (1)
- Recycling (1)

Sie glaubt, dass das Pfandflaschensystem sehr gut ist, da die Umwelt wichtig für sie ist.
Es hat Leute über die Müllentsorgungsproblem sensibilisiert

Recyceln ist immer besser als einfach wegwerfen

(ii) Fassen Sie zusammen, was Frau Reschke über die folgenden Themen sagt:

- Ihre Meinung über das Pfandflaschensystem (1)
- Andere Länder (1)
- Der Erfolg des Systems (1)

Das Pfandflaschensystem ist wunderbar

Keine andere Länder haben ein System ^{wie} ~~das~~ in Deutschland
Mehr Leute kaufen Mehrwegflaschen



This candidate achieves 3 marks for the first summary. All bullet points are answered in one complete sentence and in the order of the bullet points. In the second summary the candidate unfortunately does not summarise correctly and does not gain any marks. The first bullet point is incorrect as she does think negatively about the system. The second bullet point does not make any references to the complexity of systems in other countries which was the main point to convey ('*Keine anderen Länder haben ein komplexes System wie Deutschland*' was the common successful answer). The third idea that the system is unsuccessful has not been conveyed either.



Ensure that it is clear which bullet point you refer to by following the order of bullet points. Ideally write one sentence per bullet point. Be as precise as possible.

Question 6

Question 6 requires candidates to select four statements in German from a list of nine. If candidates cross more than four statements one mark is withheld for each cross in excess of four. Thus, six crosses, including four correct ones, gains a total mark of two. Most candidates were able to cross at least two correct sentences and a number of candidates scored three for full marks.

Question 7

Question 7 requires candidates to respond in German to questions set in German and carries 6 marks. Quality of language is not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. In this context, an inappropriate possessive adjective or personal pronoun impedes communication and a mark will be withheld for the first misuse. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in all previous series, targeted lifts were accepted. Targeted lifts mean that candidates do not have to answer using their own language and may rely on the language in the text when this is appropriate. However, candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This of course would no longer constitute a targeted lift and no marks can be gained in this instance. Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions.

This text was about the daily racism immigrants experience in Germany and part of the challenges of immigration topic of the syllabus.

A high level of success was achieved in 7(a) and many candidates managed to gain the mark referring successfully to her good German language skills.

In 7(b) most candidates got the correct answers and gained two marks but some referred to the wrong passage in the text and quoted "*spürbaren Trennlinien ...*" and "*Alltagsrassismus*" naming general problems for migrants rather than focusing on her problems as the question demands. Again it has to be emphasised that the question needs to be read carefully.

In 7(c) most candidates managed to gain 2 marks and made reference to negative looks and disadvantages with housing and schooling although some did not make clear when naming the negative reports that these were in the media or vice versa just saying 'reports in media' without specifying they are negative.

7(d) was about the attitudes of Germans to this type of racism with the answer being that they do not take it seriously. Many candidates struggled with this and some candidates lifted the correct phrase but did not manipulate the object pronoun correctly and so a mark was lost.

- 7 Lesen Sie den Text aus dem Jahre 2008 über die Schwierigkeiten mit Integration aus der Perspektive der in Deutschland geborenen zweiten Generation. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Rassismus im Alltag

Natascha, eine Verwaltungsfachangestellte, die vor zehn Jahren aus Kasachstan nach Deutschland gezogen ist, antwortet auf die Frage, ob sie sich integriert fühle:

„Zu sechzig Prozent. Ich habe keine Schwierigkeiten mit der Sprache oder mit Arztbesuchen oder Behördengängen. Ich fühle mich eigentlich in Deutschland wohl. Aber bei den Leuten angenommen zu sein, da fehlt es. Und das sind die anderen vierzig Prozent. Ich bin für viele doch etwas Fremdes.“

„Sich-nicht-integriert-Fühlen“ begründeten die meisten mit den immer wieder spürbaren Trennlinien zwischen Personen deutscher und nicht-deutscher Herkunft. Diesen ‚Alltagsrassismus‘ kann man nicht gleich mit dem Begriff ‚Rassismus‘ setzen, den man oft mit gewalttätigen Überfällen auf Ausländer verbindet. Die Mehrheit hat keine derart extremen Erfahrungen gemacht. Im Vordergrund von Erfahrungsberichten stehen die kleineren alltäglichen Ausgrenzungserfahrungen, die jedoch häufig vorkommen. Diese Erfahrungen schließen abwertende Blicke ein, und auch Berichte in den Medien, die Eingewanderte als integrationsunwillig oder kriminell darstellen, und konkrete Benachteiligungen in Schulen und auf dem Wohnungs- und Arbeitsmarkt. Sie werden von Angehörigen der Mehrheitsgesellschaft oft nicht einmal als verletzend und diskriminierend wahrgenommen.

- (a) Warum hat Natascha Grund, sich integriert zu fühlen?

(1)

Sie hat keine Schwierigkeiten mit der Sprache

- (b) Warum fühlt sie sich nicht als ein Teil der deutschen Gesellschaft?

Nennen Sie **zwei** Details.

(2)

• Sie fühlt sich nicht bei den Leuten angenommen

• Alltagsrassismus

- (c) Geben Sie **zwei** Beispiele von alltäglichen Ausgrenzungserfahrungen.

(2)

• Konkrete Benachteiligungen gibt es in Bezug auf Schulen

• Diskriminierung in Arbeitsmarkt Einwanderer

• Es gibt Vorurteile z.B. dass sie integrationsunwillig sind

- (d) Wie ist die Einstellung der meisten Deutschen zum Alltagsrassismus?

(1)

Sie glauben, die Einwanderer seien verletzend



The candidate scored 3 marks overall. The first response is correct and the first reference for 7(b) achieved a mark. The question asked why she does not feel part of German society. The candidate refers in the second answer to a different paragraph that talks about problems of most immigrants. It is advisable to read the question carefully and look for answers in the same paragraph as it is unlikely for two mark questions to refer to two different paragraphs in a text. For 7(c) the candidate scored one mark by successfully referring to the discrimination in schools and in the world of work, but no further point was mentioned. Question 7(d) did not score a mark as the answer does not convey the message unambiguously.



Ensure you write two different points for two mark questions. The answers are usually very close to each other in the text and it is unlikely that candidates have to refer to two different paragraphs.

Question 8

A wide range of marks were achieved with this text. The text was about the G8, the reform of the 'Gymnasium' shortening the 9 years to 8 years and the changing attitudes to it. The vocabulary was challenging and sentence structure often quite complex, but a number of candidates did remarkably well.

8(a) focused on the attitudes of parents towards the G8 and the text quoted that 80% of parents preferred the G9. It was important that candidates communicated the idea of preference and many candidates did so successfully.

8(b) asked for aspects that were not considered when reforming the system. The welfare of the student as an answer was rare, but quite a number of candidates did answer with '*pädagogische Überlegungen*' and scored the mark. However some candidates lifted '*keine pädagogischen Überlegungen*', which resulted in a double negative and did not gain the mark.

8(c) was generally well answered and many candidates scored both marks.

8(d) differentiated well and unfortunately very few candidates managed to express the comparison clearly enough to gain a mark.

In 8(e) the main answer tended to be that many students take a gap year although some candidates wrote that they wanted to orientate themselves in the world. It was important to highlight that they wanted the gap year due to all the stress in the past and some candidates did not communicate this clearly and so a mark was withheld.

In 8(f) most candidates managed to gain at least one mark by indicating that there were more students re-sitting the year and the cost. However fewer candidates referred to the fact they are not starting to work earlier and thus do not pay taxes.

- 8 Lesen Sie den Kommentar zum Thema (G8) Beantworten Sie die folgenden Fragen auf Deutsch.

Bringt das G9 zurück

Schon vor vier Jahren belegte eine Studie: 80 Prozent aller Eltern ^{prefer} bevorzugen das neunjährige Gymnasium. Und auch das Bundesland Bayern will ^{now} nun zurück zum G9! Meiner Meinung nach ist das G8 am Ende.

Nun gibt es die Quittung dafür, dass hinter der Verkürzung der Gymnasialzeit keinerlei pädagogische Überlegungen standen. Man bedachte nur den Arbeitsmarkt in den die Abiturienten ein Jahr früher eintreten sollten, sodass sie länger Steuern zahlen, Sozialsysteme finanzieren und Renten sichern könnten.

Dabei muss der weltmarktkompatible Turbo-Schüler genauso viel können wie ein G9-Schüler: Er soll die gleichen Lerninhalte in kürzerer Zeit lernen. Die Arbeitsbelastung eines Gymnasiasten hat sich um 12,5 Prozent erhöht – das ist so, als würde man dem gemeinen Arbeitnehmer statt der 40- eine 45-Stunden-Woche verordnen.

Kinder führen inzwischen Terminkalender wie die Geschäftsführer in einer Firma. Kein Wunder, dass der durch seine Schulzeit gepeitschte G8ler danach die Füße hochlegt. Abiturienten gehen seltener als früher unmittelbar auf die Hochschule – sie holen erst mal nach, wozu ihnen die Hochdruck-Schule keine Zeit lässt: sich in der Welt zu orientieren. Das eigentliche Reformziel, dass junge Menschen früher zahlende Mitglieder des Gemeinwesens werden, wird nicht realisiert, weil mehr G8-Schüler sich nach all dem Stress für ein Gap-Jahr entscheiden. Zudem ist die Zahl der Wiederholer eines Schuljahres in der Oberstufe um 85 Prozent gestiegen. Sie verursachen pro Schuljahr zusätzliche Kosten von 50 Millionen Euro.

- (a) Was halten Eltern vom G8?

(1)

Se ~~es~~ bevorzugen G9.

- (b) Was wurde bei der Einführung des G8 nicht bedacht?

(1)

Wie der pädagogische Überlegungen standen war.

- (c) Welche Vorteile soll das G8 für den Staat haben? Geben Sie zwei Beispiele.

(2)

Der Staat konnte ~~es~~ sowohl die

Sozialsysteme finanzieren als auch Renten sichern könnten.

Er macht eine Vergleich zwischen
 (d) Welcher Vergleich wird mit der Arbeitswelt gemacht? ^{comparison} ~~zwischen~~ zu Arbeitnehmer
 Statt der 40 eine 45
 Stunden wache (1)
~~vorhanden. einführen.~~
~~Das ist unterschied zwischen der~~
~~Arbeitswelt und der~~
~~Schule~~

(e) Weshalb beginnen weniger Schüler direkt nach dem Abitur ein Studium? (1)

Weniger geht nach Hochschule.

(f) Wieso hat der Staat durch das G8 keine finanziellen Vorteile? Nennen Sie zwei Details. (2)

~~85%~~ Viele G8 Schüler hat ein Gap-Year genommen.
 85% von
~~Weniger~~ G8 Schüler hat das Jahr wiederholen, das kostet
 der Staat 50 Millionen Euro (Total for Question 8 = 8 marks)



This candidate scored 4 out of 8 in total. In 8(a) the idea of preference was communicated successfully and 1 mark was awarded. For 8(b) no mark was awarded as the answer does not communicate, although the correct passage in the text was identified. The candidate gained 2 marks for 8(c) which was generally answered well. The candidate scored 1 mark for 8(d) which many candidates struggled with. In 8(d) no reason was given as the question required and in 8 (f) the candidate did not mention that less students start working and misunderstood that 85% of students re-sit every year instead of the number of students re-sitting has increased by 85%.



Ensure you answers communicate unambiguously.

Question 9

This question featured a literary text and therefore a different register of language; this year the text was taken from the auto-biography/memories of Hans Dietrich Genscher, the German foreign minister at the time the wall fell. Although some weaker candidates found the text more difficult to cope with, there were also many examples of good performances with some strong candidates scoring full marks. This type of text will feature again in future years and therefore merits careful attention. The same advice as given for previous questions about targeted and untargeted lifts applies equally to this question. Candidates should also ensure that they read the question carefully, particularly the question words in order to identify relevant material more easily.

Most candidates gained 2 marks in 9(a) by successfully referring to his intentions to gain the refugees' trust without provoking the GDR government. But a fair number mentioned the lighting or the state of his heart. This could be as they struggled to understand "*beabsichtigen*".

Both 9(b) and (c) were answered well by candidates.

9(d) focused on the aspects Mr Genscher and the refugees had in common. Mr Genscher himself fled Eastern Germany and for the same reason. Many candidates successfully referred to these two points although a number quoted that he can understand their reasons for leaving which does not directly answer the question.

In 9(e) and (f), while the majority of candidates referred to freedom or 'the gate to freedom' and scored the mark in (e), the majority of candidates struggled to convey the answer for 9(f) successfully. Although this question asked for a presumption, the answer should still be taken from the text, so anything referring to the government being unrealistic did score a mark. Personal assumptions did not score here.

Question 10

The translation forms an important part of the whole paper, being worth 20 marks out of a total of 80. It is therefore crucial that candidates allow themselves sufficient time to complete the task properly. A minimum of 20 minutes is recommended. The passage is sub-divided into 20 sections, each worth one mark. In order to gain the mark candidates must translate the main nouns, verbs and adjectives correctly although minor omissions are tolerated if they do not affect the essential meaning of the section. Translation is considered to be successful if an English speaker would understand the translation without having understood the text in the original language. Mis-spelling is tolerated as long as it does not lead to ambiguity.

This question produced the full range of marks. Weaker candidates were able to translate a few parts correctly and only a small minority appeared to struggle with the text as a whole; most were able to cope with at least parts of the text and translate it into decent English. The vast majority of candidates had been taught to translate rather than to summarise or to paraphrase and produced a good translation of most parts. This year a proportion of candidates managed to achieve 15 marks and more. The first paragraph was in general better translated.

The first sentence was divided into four sections (marks 1-3) and many candidates managed to achieve all three marks. The main obstacle here was the correct translation of the future tense but the present or 'could', which prevented a number of candidates from gaining this mark.

The second sentence consisted of two different marks to gain (marks 5 and 6). The main difficulty in the first part was the translation of *häufig* as many candidates omitted it as well as the translation of *jedoch*. It is important that essential words are not omitted. For the second mark the translation of *ausschließlich* prevented candidates from gaining the mark with many candidates omitting it or translating it as eventually/in the end, which does not convey the same message.

Sentence 3 overall was well translated. It consisted of three parts. Most candidate correctly translated "*Zusammenarbeit*" although there were a few "*working together*" which was not accepted in the first part. Section 8 was usually correct as was 9. Sometimes the verbs were a problem in these two sections and the verb in 8 was translated as "will there/it give" and "get lost" in 9.

The fourth sentence was divided into two parts (marks 10-11). Overall almost all candidates managed to successfully translate the first part and '*laut einer Studie*' is a common phrase familiar to most candidates. The second part proved tricky and the translation of *aktuell* was often rendered to 'actually' which did not score. Also the word *Beunruhigung* posed some difficulty with 'unrest', 'unease' and 'panic' being common translations.

The fifth sentence was divided into three parts (mark 12, 13 and 14). Quite a number of candidates struggled to translate *der Einsatz* for mark 12. Common mistakes were 'introduction', 'number' or 'amount' which were rejected. Marks 13 and 14 were accessible marks for all candidates, in particular mark 14, which virtually everyone translated correctly. For mark 13 the percentage posed some difficulties. A few candidates used the wrong preposition saying 'to 9%' instead of 'by 9%' which obviously does not mean the same. A few candidates also lost out on this mark by adding 'around' which changes the meaning and was rejected. It is important not to add words that change the meaning.

The sixth sentence was divided into three parts (marks 15-17). The first part was often translated successfully apart from the word '*Beschäftigte*' which was sometimes rendered to 'employers' or 'companies' which was rejected. In the second part the translation of *Arbeitskräfte* posed a problem, with some candidates often translating it as 'the workforce', which expresses the idea of all workers and was rejected. Part 17 was translated successfully as a number of possibilities were accepted.

The seventh and final sentence consisted of three parts (marks 18-20) and had quite a few tricky parts for candidates. "Im Gegenteil" proved to be a problem for many with "on the other hand" or "in contrast" being a popular choice. In part 19 the word "Leistung" does not seem to be well known with various suggestions prevailing such as "pay" "conditions" "productivity" "position" "development" instead of performance. Also in part 20 few candidates gained the mark as the most common translation by far was "through" for "durch".

10 Translate the following text into English:

(20)

Die zunehmende Digitalisierung wird Arbeitsplätze verändern und Menschen werden mit Robotern Hand in Hand arbeiten können. Häufig stellt man sich jedoch die Frage, ob diese Veränderungen ausschließlich positiv sein werden. Wird es eine effektive Zusammenarbeit von Menschen und Robotern geben oder werden Arbeitsplätze verloren gehen?

Laut einer Studie gibt es aktuell in Deutschland keinen Grund zur Beunruhigung. Der Einsatz von Robotern in der deutschen Industrie ist zwischen 2012 und 2014 um 9% gestiegen. Jedoch glauben die meisten Beschäftigten nicht, dass Arbeitskräfte aufgrund technischen Fortschritts ersetzt werden. Im Gegenteil findet jeder Zweite, dass sich seine eigene Leistung in der Arbeit durch neue Technologien erhöht habe.

The increasing digitalisation will change workplaces and humans will be able to work hand in hand with robots. However, often one asks oneself, if these changes will only be positive. Will there be an ^{efficient} effective collaboration between humans and robots or will jobs be lost? According to a study there is currently no reason ^{to} worry in Germany. The use of robots in the German industry ^{has} increased by 9% between 2012 and 2014. Nevertheless most employees don't believe that workers are being replaced because of technical advancements. On the contrary, every second thinks that their own output at work has increased due to new technologies.



This is an example of an excellent translation and the candidate was awarded 17 out of 20 marks. Marks were lost for the translation of '*jedoch*' in section 15 as nevertheless is not quite correct. In the last sentence the candidate lost out on two marks for 'every second thinks' as it is ambiguous and requires an addition such as 'every second person/one in two etc.' and the word for *Leistung* as output does not really fit here either.

Overall, this candidate has achieved a very accurate translation on the whole. The verb tenses, prepositions and word order were always correct.



Ensure you include all words in the translation and you do not leave out little words such as 'often', 'however' 'currently' 'only' etc. Also do not add words that are not in the original text.

The increasing digitalisation ~~is changing~~ will change workplaces and people will be able to work hand in hand with robots. Regularly, ~~however~~ however, one poses the question, whether these changes will actually be positive. Will they give an effective working partnership of humans and robots, or will workplaces be lost?

According to a study, in Germany there is actually no reason for unrest. The introduction of robots in the German industry grew 9% between 2012 and 2014. However, most employed people don't believe that workforces will be ~~lost~~ ^{reduced} due to technical ~~development~~ advancements. On the contrary, every second person has found that their own productivity in work has increased through new technology.



Overall, this candidate has written a good translation in some parts. There have been a few problems with tenses and certain little words.

The first sentence was successfully translated and all four marks were awarded.

The second sentence is a good example of two unnecessary mistakes that led to loss of marks. In the first part '*häufig*' has been rendered to 'regularly' incorrectly, and as this item of vocabulary is GCSE knowledge, it is more likely that this mistake was made in a rush or by not reading accurately. 'Often' and 'regularly' are not the same and the mark was lost in an otherwise good sentence.

In the second part, the word '*ausschliesslich*' posed a difficulty for many candidates and the translation to 'actually' is unfortunately incorrect.

Sentence 3 was awarded 2 marks as the first part of the translation 'Will they give...' has been rejected and no mark was awarded.

In sentence 4 the candidate was awarded one mark for the first part, but again the translation of '*aktuell*' as 'actually' is incorrect and 'unrest' was also not accepted.

The translation of '*der Einsatz*' as 'introduction' represents a common mistake and the candidate achieved two marks in total for sentence 5. In sentence 6 the idea that workforces will be reduced has not been awarded as it is not quite the same as the German text says, but two marks were awarded for the rest of the sentence.

And in the last sentence no mark was awarded due to issues with tense, wrong noun and preposition in the last part.



Ensure you read your English translation once you are finished. Pay particular attention to tenses and the translation of little words.

The rising digitalisation is changing the workplace and people with robotic hands are able to work in manual jobs. ~~Mainly one takes themselves~~ However one raises the question, whether this change ~~is~~ ^{will} actually ^{be} positive. ~~Would~~ Will it be effective for people and robots to work together or are workplaces going to be lost.

According to a study, currently in Germany there is no reason to change. The ~~statement of present~~ proportion of robots in the German industry has increased by 9% between 2012 and 2014.

However ~~many~~ the majority of employees don't ~~think~~ believe that the workforce ~~etc~~ will be reduced by the ~~be~~ release of technology. In the contrary, every other that ~~have~~ ^{has} their own

Industry ^{in the work through} ~~new technologies~~ ~~increase~~ have found their work increase from new technologies.



This translation was awarded 6 marks in total. There are a number of issues and at times the whole meaning of sentences has been misunderstood as in sentence 1. In sentence 2 '*häufig*' has been left out in the first part and 'actually' again is translated incorrectly so no mark was gained in sentence 2.

In sentence 3 two marks have been awarded for the second and third part but the first part was not the same idea as in the text. The first part in sentence 4 has been correctly translated and two marks were also gained in the next sentence, which many candidates scored (increased by 9%/between 2012 and 2014). 'The majority of employees' was accepted but the other two parts were not awarded as the translation is incorrect. In the last sentence 'in the contrary' is incorrect but also the whole meaning of the sentence does not make sense and no further mark was awarded.

This translation could have benefited from a thorough read through at the end and maybe some mistakes (tenses/prepositions etc.) could have been spotted.



Candidates should ensure that their translation reads naturally in English. It is often not possible to translate word for word from the original German text.

Paper Summary

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

- Candidates should check how many marks are available for each question and ensure they give the corresponding number of details.
- Candidates should read all questions carefully, paying particular attention to question words and key words in order to ensure comprehension.
- When lifting material from the texts, candidates should be aware of the need to manipulate language in order to answer the specific question asked. Lifting large chunks of the text should be avoided.
- Candidates should be aware that Q4(b) is a summary exercise and that it is therefore unnecessary to transcribe the whole dialogue. One sentence per bullet point is recommended.
- Candidates should be made aware of the order of elements rule ensuring they only write one answer for one mark questions.
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word for word from the original German text.
- Candidates should ensure that they have translated every word and have picked the precise meaning of the word. Giving two options for translating a word should be avoided.
- Candidates should ensure that they do not add words into the translation that are not in the original text.
- Candidates should check their translations for correct verb forms/tenses and prepositions when re-reading it.

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