



# **Examiners' Report**

## **June 2022**

**GCE German 9GN0 01**

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## Introduction

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 on 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 teachers 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 do 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. Many candidates coped well with this paper, in particular in Section B reading, considering the situation candidates have experienced throughout the pandemic.

## Question 2

Question 2 carries 5 marks and requires candidates to produce written 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 and full sentences are not required, but candidates must communicate their answers unequivocally and candidates should be aware that full and detailed information is needed. Examiners are asked to be lenient with 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 Gorbachev's role at the end of the GDR.

Overall, the task discriminated well and a widespread of marks was achieved. Some candidates coped well with a number of candidates scoring 4 or 5 marks. However, some marks were lost when specific information from the text was missing and answers were too general.

Q02(a): This question wanted candidates to express that Gorbachev announced significant reforms. Leaving out 'significant' prevented some candidates from achieving a mark but many candidates were able to score the mark.

Q02(b) proved to be more difficult for candidates. Candidates were supposed to say that socialism in its current form did not work. Some candidates answered with *Offenheit* and *Umstrukturierung* which was rejected, and some candidates miscommunicated 'in its current form'.

Q02(c): Most candidates gained at least 1 mark here and many could state that they reacted with panic or censored or banned Russian newspaper. Some lost 1 mark due to the order of element rule, stating too many elements.

Q02(d): This question was generally well answered, and most candidates were able to gain 1 mark. Some lost a mark by leaving out the word 'thoughts'.

2 Hören Sie diesen Podcast. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was hat Michail Gorbatschow bei seinem Amtsantritt angekündigt?

(1)

~~Das System des Kommunismus bejahend~~ Tiefgreifende Reformen des Kommunismus ~~das~~ Tiefgreifende Reformen

(b) Wie konnte man Gorbatschows neue Politik interpretieren?

(1)

Offener

(c) Wie hat die DDR-Regierung auf Gorbatschows Politik reagiert?

Nennen Sie **zwei** Details.

(2)

1. Russische Zeitungen wurden zensiert oder verboten

2. Sie reagierte panisch

(d) Was wollte die DDR-Regierung verhindern?

(1)

Reformen Gedanken an Reformen



**ResultsPlus**  
Examiner Comments

This candidate's answers are short but to the point. In Q02(a) 1 mark was awarded as all required information was given. Q02(b) did not communicate the idea that socialism in its current form wasn't working and no mark was awarded. The candidate gained 2 marks for stating two correct reactions to his policy. For Q02(d) 1 mark was gained as again the correct answer is communicated in a short and precise manner.



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Examiner Tip

You do not need to answer in full sentences — short and precise information can be sufficient.

### 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 attitude to work of the younger generation in Germany.

Q03(a): A high level of success was achieved here, and most candidates were able to gain both marks by stating that the digitalisation and the expectation of the younger generation are the driving force to change in the German world of work.

Q03(b) required candidates to state how companies should enable a clear separation of work and private life in the future, which most candidates were able to do.

Q03(c): Most candidates answered this question correctly with the idea of the younger generation being more realistic, less loyal and complaining less. However, 'They see companies as institutions' by itself was common and did not score.

Q03(d): This question asked candidates to explain why security is important to the young generation. The answer was that they are always in a crisis due to 24-hour access to media. The spelling of 'Krisenmodus' was a problem for some candidates and the common misspelling 'Krisenmode' was rejected. It was also important to highlight that they are constantly in this crisis to score the mark, which some candidates missed out.

Q03(e): In this question candidates were required to answer that either the work should be fun, and the atmosphere should be friendly/supportive. There was a variety of spellings for 'kollegial' but many were accepted as long as it was not spelt in an English way with most candidates gaining a mark.

Q03(f): This was a 2-marks question and most candidates scored at least 1 mark. It asked about the problems arising for the German world of work. 1 mark was gained stating that young people are not familiar with authority. Some candidates lost out of this mark by merely saying they know less authority as it is not clear what 'they' refers to. The second mark was gained by explaining that companies want more flexibility and the younger generation more stability. A number of candidates answered this correctly, but some lost the mark by failing to give both sides.

3 Hören Sie dieses Interview über den Eintritt der jungen deutschen Generation in den Arbeitsmarkt. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Welche Faktoren beeinflussen momentan die deutsche Arbeitswelt?  
Geben Sie **zwei** Beispiele.

(2)

Digitalisierung  
Erwartungen der nachfolgenden Generationen

(b) Was müssen die Unternehmen in der Zukunft ermöglichen?

(1)

Eine Grenze zwischen Beruf und Privatleben

- Eine Trennung  
- sehr realistisch  
- Unternehmen aus Institutionen sehen  
Geben Sie **zwei** Beispiele.

(2)

Sie beklagen sich selten darüber

Sie sind nicht besonders loyal, der Firma gegenüber

(d) Warum ist für die junge Generation Sicherheit wichtig?

(1)

Weil sie 24 Stunden Zugang zu Nachrichten haben

und sie sind darum ständig in Krisenmodus

(e) Was erwarten die jungen Leute vom Arbeitsklima?

(1)

Das die Arbeit Spass macht

(f) Welche Probleme entstehen für die deutsche Arbeitswelt?  
Nennen Sie **zwei** Details.

(2)

Die Jugendliche kennen relativ wenig  
Autorität. Heutzutage haben die Jugendliche  
zu viel Kontrolle. (Total for Question 3 = 9 marks)

z.B. wohin sie auf den Urlaub gehen

Die Arbeitgeber wollen immer mehr  
Flexibilität aber die Arbeiter wollen  
Stabilität





This candidate gained 8 out of 9 marks. In Q03(a) both marks were awarded in line with most candidates and Q03(b) gives a precise and clear answer. The candidate explains how young people react to the corporate culture in an accurate manner. Verb formation and spelling are correct. In Q03(d) the candidate communicated that they are in a constant crisis with the first element seen as preamble. In Q03(e) a mark was gained as again the precise answer was communicated. In Q03(f) the candidate lost out on 1 mark due to the order of elements rule. The first element was awarded as it is the correct answer. However, the candidate then expanded and provided information not required and does not relate to the question. Therefore the third element, though correct, was not awarded.



Listen out for details and if there are 2 marks available, ask yourself whether you have given two separate ideas or just two versions of the same. Consider the order of element rules and avoid too much information on the first point.

## Question 4 (a)

Q04(a) requires candidates to respond in German to questions set in German and carries 6 marks. The recording featured an interview about Merkel's decision to open up the border for refugees in 2015 and the consequences of this decision. Candidates demonstrated that they are familiar with the topic immigration and the task discriminated well overall.

Q04(a)(i): Candidates were supposed to state the consequence of Merkel's decision and most candidates gained a mark by stating that a million refugees/asylum seekers were one year later in Germany.

Q04(a)(ii): 2 marks could be gained by explaining the impact on the Syrian war on other countries. The question discriminated well. Some candidates missed out on a mark by not adding 'in Turkey' or just saying that 'there was the world biggest refugee crisis in a neighbouring country of the EU'. Some candidates did not gain the mark by just saying that many refugees came to Germany without stating 'via Balkan states or Greece'.

In Q04(a)(iii) many candidates scored 1 mark for saying one could have helped earlier, however, there was some confusion with some answers implying that Turkey could have helped more rather than being helped.

Q04(a)(iv): Most candidates scored at least 1 mark. Merkel wanted to avoid a maltreatment of refugees and leaving Greece by themselves. A number of candidates transcribed from the text but misspelt *Das Problem auf Griechenland verschieben*. writing *verschieden*. Please note that if misspelling leads to a different meaning the mark will not be awarded as the message is ambiguous. Some candidates did not read the question carefully or did not understand *vermeiden* responding with *eine Politik der Menschlichkeit*.

4 (a) Sie hören ein Interview über die Entscheidung der Kanzlerin 2016, Flüchtlinge in Deutschland aufzunehmen. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(i) Welche Konsequenz hatte Frau Merkels Entscheidung im Sommer 2015?

(1)

Ein Jahr später es steigt zu ein million Flüchtlinge.

(ii) Welche Auswirkung hatte der Krieg in Syrien für andere Länder?  
Nennen Sie **zwei** Details.

(2)

- Türkei - mehr Hilfe anbieten müssen

- Griechenland - nach Deutschland zu kommen.

(iii) Wie hätte man anders handeln können?

(1)

Kaum für Merkel wie in Frage.

(iv) Was wollte Frau Merkel vermeiden? Nennen Sie **zwei** Details.

(2)

- Lieber in ein anderes Land

- Im Grunde war es eine Politik der Menschlichkeit.



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Examiner Comments

Unfortunately, this candidate scored 0 overall. The first answer is not specific enough as it is not clear to what 'es' refers to and where these refugees are. Q04(a)(ii) did not get any of the 2 possible marks because these short answers do not communicate clearly the effects on other countries. More details need to be added (eg subject, objects) and sentences should not just be parts that are lifted. The answer to Q04(a)(iii) again did not relate to the question and was an untargeted lift from the text as well as the two answers in Q04(a)(iv).



Always read the question and your answer carefully and consider whether your answer is detailed, appropriate and related to the question. Ensure to phrase the answer in your own words.

## Question 4 (b)

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 discretely. Candidates should ensure to clearly pinpoint to the bullet points.

This year many candidates tackled this task successfully and performed well across both tasks many gaining full marks in Q04(b)(ii).

Q04(b)(i): Most candidates performed well and scored all 2 or 3 marks, summarising the points succinctly. Everyone recognised that this decision had a positive impact on Germany's image. For bullet point 2, some marks were lost when focusing on the German job market and not explicitly referring to the economy and the positive long term impact refugees have. Most candidates were able to say that refugees do many jobs in the service sector that German people do not want to do with a minority not stating that these jobs are unpopular and thus not gaining this mark though.

Q04(b)(ii): This part proved very accessible with more candidates scoring 3 marks. The first point was the least successful with some answers focusing only on the rise of the AfD rather than the political damage to Merkel and her party. However, almost all candidates summarised that training for refugees is expensive and integration courses are ineffective successfully. Some lost a mark for spelling 'ineffective' in an English way.

(b) Hören Sie, was Frau Holtmann und Herr Schmidt darüber sagen. Antworten Sie auf Deutsch.

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

- das deutsche Image (1)
- Flüchtlinge und die Wirtschaft (1)
- Arbeit im Dienstleistungsbereich (1)

Es hat den deutschen Ruf geholfen. Gut ausgebildeten Flüchtlinge können den starken Deutschen Arbeitsmarkt <sup>Ausländer</sup> fördern und die Wirtschaft fördern. Flüchtlinge machen oft Jobs in Dienstleistungsbereich die Deutsche nicht machen wollen.

(ii) Fassen Sie zusammen, was Herr Schmidt über die folgenden Themen sagt:

- Politische Auswirkung für die Kanzlerin (1)
- Ausbildung von Flüchtlingen (1)
- Integrationskurse (1)

Es hat die Partei der Kanzlerin politisch geschadet und die AfD stärker gemacht. Sehr kostenintensiv die Flüchtlinge auszubilden. Integrationskurse sind nicht effektiv.



This candidate scored full marks. The candidate divided the answers clearly using full stops, although sticking to one line would have been better. In Q04(b)(i) all bullet points were clearly summed up. The candidate linked the job market sufficiently to the economy and explained that refugees usually do jobs in the service sector that are unpopular with Germans. In Q04(b)(ii) all points were summed up precisely and spelling is good.



Clearly signpost your answers in the summary task, ideally using bullet points or numbers. Write one answer per bullet point and answer in the order of the bullet points given.

(b) Hören Sie, was Frau Holtmann und Herr Schmidt darüber sagen. Antworten Sie auf Deutsch.

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

- das deutsche Image (1)
- Flüchtlinge und die Wirtschaft *lebte Fachkräftemangel* (1)
- Arbeit im Dienstleistungsbereich (1)

*Es hat die deutsche Arbeitsmarkt stark <sup>gewinn</sup> es v und es hat Fachkräftemangel vermehrt, da Ausländer Arbeit oft im Dienstleistungsbereich und deshalb war es positiv, überall eine Entscheidung verbessert <sup>Image</sup> ~~Reputation~~*

(ii) Fassen Sie zusammen, was Herr Schmidt über die folgenden Themen sagt:

- Politische Auswirkung für die Kanzlerin (1)
- Ausbildung von Flüchtlingen (1)
- Integrationskurse (1)

*• Ihre Entscheidung macht andere Leute sehr stark, es ist Steuer besser hinsichtlich Ausbildung, ~~Es flüchtete die Gestalt~~ ~~was Bedarf erfüllt, was hat es Zeit~~ Die Integrationskurse ist nicht effektiv*



The candidate has used full stops to separate different points, but has referred to them in a different order. Although this will not be penalised, it is recommended to refer to them in order of the text. For Q04(b)(i) this candidate only scored 1 mark as only the job market was mentioned and not the economy.



Ensure that your summary refers to the specific bullet point by using the words from the bullet point, eg economy not job market. As it only states that many refugees work in the service sector without mentioning that these jobs are unpopular, a mark was withheld. Although *überall* is the wrong word in the last sentence, it still communicated the message that the German image improved and a mark was awarded. In Q04(b)(ii) the first mark was withheld as it only mentions the strengthening of the right-wing party and no information is provided about Merkel's party. The other 2 marks were gained.



## Question 6

Question 6 requires candidates to select four statements in German from a list of nine. If candidates cross more than four statements 1 mark is withheld for each cross in excess of four. Thus, six crosses, including four correct ones, gains a total mark of 2. This text was about a positive student's experience when re-sitting a school year. Most candidates were able to cross at least three correct sentences and a number of candidates scored 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 four or five lines copied. This of course no longer constitutes a targeted lift and no marks can be gained in this instance. Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions.

Text 7 talks about an environmental initiative and referendum called 'Save the bees' and proved accessible to many candidates.

Q07(a): A high level of success was achieved here, and many candidates managed to gain 2 marks referring successfully to protecting a variety of species and enforcing an ecological agriculture by law. Allowing infinitive clauses, as they do not cause ambiguity, enabled many candidates to score. A few candidates answered with the ways the aim could be achieved rather than what the aims are and lost out on these marks.

Q07(b): This question proved accessible to most candidates and only a few lost out on the mark by omitting 'an' and only writing 'bauen'.

Q07(c): Almost all candidates were able to state that 10,000 signatures are required before applying for a referendum and gained a mark.

Q07(d): Again this question proved accessible and most candidates were able to either explain the online option or the directly signing in the town hall as ways to participate in the referendum. Infinitive clauses were again accepted.

Q07(e): This question differentiated well and quite a few candidates did not convey the idea that the farmers' union is critical of the new law. The message was often ambiguous, or an untargeted lift was used that did not communicate.

- 7 Lesen Sie diesen Artikel über das Volksbegehren „Rettet die Bienen“ in Baden-Württemberg. Beantworten Sie die folgenden Fragen **auf Deutsch**.

### Rettet die Bienen

Nachdem das Volksbegehren „Rettet die Bienen“ in Bayern erfolgreich war, versucht nun das Nachbarbundesland Baden-Württemberg sein Glück und organisiert unter dem gleichen Motto sein eigenes Referendum. Ziel ist es, die Artenvielfalt generell zu erhalten und Politiker aufzufordern, eine ökologische Landwirtschaftsweise per Gesetz durchzusetzen. Damit man diese Ziele erreicht, soll ein Viertel aller Flächen nachhaltig gewirtschaftet werden, der Einsatz von Pestiziden halbiert und Obstwiesen geschützt werden. Kein anderes Bundesland baut so viele Äpfel und Birnen an.

Um einen Antrag auf ein Referendum zu stellen, werden zuerst 10.000 Unterschriften benötigt. Damit diese Initiative zum Schutz der Umwelt erfolgreich ist, müssen 8% der Bevölkerung Baden-Württembergs zustimmen. Um teilzunehmen, kann man sich das Formular entweder online herunterladen oder zu einem bestimmten Zeitraum ins Rathaus gehen und dort direkt unterschreiben. Bei Erfolg stimmt anschließend der Landtag über den Gesetzentwurf ab.

Im bayerischen Referendum 2019 gab es eine Rekordbeteiligung, was zeigt, wie wichtig regionale und nachhaltige Landwirtschaft für die Menschen ist. Das Gesetz ist nun nach Gesprächen mit dem Bauernverband, der kritisch bleibt, in Kraft getreten.

- (a) Was soll das Volksbegehren in Baden-Württemberg bewirken?  
Nennen Sie **zwei** Details.

(2)

die Artenvielfalt zu erhalten

Politiker aufzufordern, eine ökologische Landwirtschaftsweise per Gesetz durchzusetzen

- (b) Warum ist es in Baden-Württemberg besonders wichtig, Obstwiesen zu schützen?

(1)

Kein anderes Bundesland baut so viele Äpfel und Birnen an

- (c) Was braucht man, bevor man ein Referendum beantragen kann?

(1)

10 000 Unterschriften

- (d) Wie kann man bei der Unterschriftensammlung mitmachen?

(1)

man kann das Formular online herunterladen

(e) Wie fand in Bayern der Bauernverband das neue Gesetz?

(1)

Wichtig



**ResultsPlus**  
Examiner Comments

This candidate scored 5 out of 6 marks. In the first question Q07(a) 2 marks were gained. Although 'zu' was not needed to answer a modal sentence, it does not interfere with communication and was accepted. Q07(b) was lifted correctly from the text and no manipulation was required. Q07(c) was very accessible and awarded and in Q07(d) the candidate lifted and manipulated successfully the required information from the text. Only the last mark was not gained as the negative view of the farmers' union was not communicated.



**ResultsPlus**  
Examiner Tip

Think carefully about what the question is asking. Try to offer a concise answer which pinpoints the correct information, expressing the idea in your own words. You may need to use some language from the text but this should be manipulated when required.

## Question 8

Text 8 features the literature text this year taken from 'Die Stadt der Kinder' by Andreas Schlüter and carries a total of 8 marks. 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. Candidates are encouraged to read a variety of authentic text types to prepare successfully for the reading section.

Q08(a): This question was answered well by most candidates and the idea that they like to revise maths together has been conveyed successfully.

Q08(b): Overall a number of candidates lost out on a mark by referring to him thinking about the computer game rather than what he thought about the visit, but was generally well-answered.

Q08(c): Most candidates have gained this mark and made the correct reference to him being not happy about the development or wondering why the computer game does not work.

Q08(d): Again this was often successfully answered by stating that he shut down and restarted his computer, but occasionally marks were lost by referring to 'it' for computer which then does not provide an answer.

Q08(e): This question proved accessible to many candidates and 2 marks were gained. But some candidates referred to *die kleine Figur* which did not score.

Q08(f): Most candidates managed to gain 1 mark here indicating that the girls were annoyed, and the mark scheme allowed flexibility in ways of conveying this.

Q08(g): This question proved quite taxing for many candidates with not many stating that he exchanged the game with his football shirt. Some candidates got close to the idea but did not answer the question by lifting and manipulating 'Ich hol mir mein Trikot von Frank wieder'.

- 8 Lesen Sie den Ausschnitt aus dem Buch *Die Stadt der Kinder* von Andreas Schlüter. Beantworten Sie die folgenden Fragen **auf Deutsch**.

### Die Stadt der Kinder

Ben war mit seinen Gedanken überhaupt nicht bei der Sache. Jennifer und Miriam hatten schließlich darauf gedrängt, zu ihm zu kommen und Mathematik zu üben. Und Ben hat sich seinem Schicksal gefügt. Aber er musste ständig an sein Computerspiel denken. Warum funktionierte es nicht? Noch nie war während des Spiels der Zauberer verschwunden und damit das Spiel beendet. Sooft er den Computer ausschaltete, um ihn neu zu starten und das Spiel ein weiteres Mal zu laden: Die Fehler im Spiel wurden größer. Jetzt war nicht nur der Zauberer verschwunden, sondern es waren auch keine Autos mehr auf dem Bildschirm. Nur die kleine Figur, die mit dem Controller zu steuern war, hopste noch durch die Computerwelt. Nichts ging mehr. Das Spiel stand still.

„Mensch, Ben. Wie geht denn diese Aufgabe? Du hörst mir überhaupt nicht zu“, klagte Jennifer. „Ich denke, wir lernen zusammen?“

„Ja, du erklärst das gar nicht richtig“, fing nun auch Miriam an zu mosern. Wenn sie schon keinen Spaß mehr haben sollte, wollte sie wenigstens auch ein bisschen was für die bevorstehende Mathearbeit mitbekommen. Aber daran war gar nicht zu denken. Ben murmelte nur unverständlich einige Formeln vor sich hin. Dabei schielte er mit einem Auge auf seinen Computer.

„Ich hol mir mein Trikot von Frank wieder“, sagte er schließlich. „Das Spiel ist total kaputt.“

„Oh Mann“, stöhnten die Mädchen wie aus einem Munde.

- (a) <sup>why are</sup> Warum <sup>girls</sup> sind die <sup>mann?</sup> Mädchen bei Ben?

(1)

Sie haben Mathematik zu üben.

- (b) <sup>how thinks</sup> Wie <sup>is it</sup> denkt Ben über den Besuch?

(1)

~~Er~~ <sup>Er</sup> ~~hat~~ <sup>hat</sup> sich seinem Schicksal gefügt.

- (c) <sup>what thinks</sup> Was <sup>is it</sup> denkt Ben über die <sup>de</sup> Entwicklung seines <sup>game</sup> Spieles?

(1)

Es ~~ist~~ <sup>es</sup> funktioniert nicht.

- (d) <sup>how</sup> Wie <sup>is it</sup> hat Ben versucht, sein Problem <sup>schve.</sup> zu lösen?

(1)

Er ausschaltet ~~den~~ <sup>den</sup> Computer und ~~früher zu starten~~ <sup>früher zu starten</sup> laden ~~es~~ <sup>es</sup> das Spiel ein weiteres Mal.

- (e) <sup>was</sup> <sup>von</sup> <sup>na</sup> <sup>lofer</sup> <sup>screen</sup> <sup>see</sup>  
Was kann Ben nicht mehr auf dem Bildschirm sehen?  
Nennen Sie zwei Details.

(2)

• Autos.

• der Zauberer.

- (f) <sup>was</sup> <sup>reag</sup> <sup>girls</sup>  
Wie reagieren die Mädchen auf Bens Verhalten?

(1)

Sie denken, dass sie zusammen lernen sollten.

- (g) <sup>was</sup> <sup>game</sup>  
Wie hat Ben das Spiel von Frank erworben?

(1)

Es ist total kaputt.



The candidate achieved 6 marks in total. The first answer, although grammatically incorrect, was awarded as language is not penalised when the answer is communicated and it is still clear that they want to study maths. For Q08(b) the candidate lifted and manipulated the correct answer from the text and a mark was awarded although candidates were encouraged here to use their own words. For Q08(c) Ben is thinking about his game not working and the answer reflects this, so a mark was given. Although again the verb manipulation in Q08(d) is not ideal, the answer counts as it communicated that he switched off his computer to restart the game again. For Q08(e) the candidate gave a concise answer and gained 2 marks, but in Q08(f) the reaction of the girls is not really reflected in the answer provided, so no mark was scored here. And in Q08(g) the answer unfortunately does not really relate to the question or makes sense.



Think about the wider meaning of the passage; don't immediately assume that you can take the text literally. Remember that some questions will require you to infer meaning from what you have read in the text.



## Question 9

Text 9 was about unemployment after the reunification as stated in the advance information. Candidates should ensure that they read the question carefully, particularly the question words in order to identify relevant material more easily.

Q09(a): This 2-mark question was generally well answered, and the majority of candidates gained at least 1 mark here. Some candidates lost out by not expressing that the income is higher or the social life better when working in the comparative form.

Q09(b) proved challenging and many candidates lost out by simply stating that there were 3,4 million people unemployed without referring to the situation in Western Germany as per the question. A few candidates also struggled to express the idea of 'half'.

Q09(c): This question discriminated well. Some candidates answered this correctly and gained a mark by stating that Western company profited from rebuilding the East. However, a number of candidates simply referred to *rasante Deindustrialisierung* which did not answer the question.

Q09(d): Whilst this was generally well answered, some candidates did not lift *nach der Wende* and thus were not specific enough and lost out on the mark.

Q09(e): A high level of success could be seen and most candidates scored 2 marks by stating furlough and early retirement schemes to create more workplaces.

Q09(f): Many candidates were able to explain that unemployment in the West and East usually affects the same group of people, like women, unskilled workers. Some candidates lost out on the mark by simply stating the groups without further explanation which does not answer the question.

(a) Warum ist Arbeit laut dem Text wichtig?  
Geben Sie **zwei** Beispiele.

(2)

es ist wichtig für Erwerbs- und Lebenschancen  
es ist wichtig um mehr am gesellschaftlichen Leben teilnehmen.

(b) Wie war die Situation in Westdeutschland 2009?

(1)

rund 3,4 million Menschen ~~waren~~ arbeitslos

(c) Warum ging die westdeutsche Arbeitslosigkeit nach der Wende zurück?

(1)

es gab ~~verlor~~ eine rasanten Deindustrialisierung und  
Leute verloren seine jobs.

(d) Was ist mit 'Umbruchsarbeitslosigkeit' gemeint?

(1)

Arbeiter die Kurz arbeits- und Vorruhestandsregelungen  
~~setzen~~ machen um ~~den Arbeitsmarkt~~

(e) Welche Maßnahmen wurden von der Politik gegen Arbeitslosigkeit getroffen?  
Geben Sie **zwei** Beispiele.

(2)

Frauen  
Jüngere  
ältere Arbeitskräfte

(f) Was haben Ost- und Westdeutschland bezüglich Arbeitslosigkeit gemeinsam?

(1)

nachmal zwanzig Jahre dauern wird, bis sich

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 30 MARKS

der  
ostdeutsche  
Arbeitsmarkt angepasst hat.



This candidate shows signs of struggle and lifted at times parts from the text that do not relate to the question. In Q09(a) both marks were awarded as the first answer is in line with the text and the second answer used the comparative successfully. Q09(b) was a common error and shows that the question was not read carefully. The question talks about the situation in western Germany at that time and the answer provided refers to the whole of Germany, so no mark was gained. Again in Q09(c) the candidate should have explained why the unemployment in the West decreased and the answer provided talks about the East of Germany. In Q09(d), Q09(e) and Q09(f) the candidate is struggling to provide an appropriate answer and lifts parts from the text that do not communicate an answer. In total, the candidate scored 2 out of 8 marks.



Make sure your answers are targeting the correct information.

(a) Warum ist Arbeit laut dem Text wichtig?  
Geben Sie **zwei** Beispiele.

(2)

- wenn man arbeitet, verdient man ~~er~~ auch mehr als die Leute, die nicht arbeiten.
- man kann ~~mehr~~ <sup>das</sup> am gesellschaftlichen Leben mehr erfahren, mehr teilnehmen.

(b) Wie war die Situation in Westdeutschland 2009?

- rund 3,4 Millionen Menschen waren noch arbeitslos, ~~in Ostdeutschland gab es keine~~ (1)  
~~die Arbeitslosigkeit in Ostdeutschland ist immer noch fast doppelt so hoch wie in den alten Bundesländern~~  
inzwischen ~~noch~~ <sup>noch</sup> hatte immer noch fast die doppelte Arbeitslosigkeit.

(c) Warum ging die westdeutsche Arbeitslosigkeit nach der Wende zurück?

- weil viele westdeutsche Firmen vom Wiederaufbau von ~~den~~ Ostdeutschland profitiert hatten. (1)  
~~die Arbeitslosigkeit in den Westen sank, nachdem viele Firmen vom Wiederaufbau~~

(d) Was ist mit 'Umbruchsarbeitslosigkeit' gemeint?

- die ~~große~~ <sup>große</sup> Arbeitslosigkeit in den neuen Ländern durch die Entlassung von vielen Arbeitskräften nach der Wende. (1)  
~~nach der Wende verursachte die plötzliche Entlassung von vielen Arbeitskräften~~

(e) Welche Maßnahmen wurden von der Politik gegen Arbeitslosigkeit getroffen?  
Geben Sie **zwei** Beispiele.

(2)

- Kurzarbeitsregelungen sollten dem Arbeitsmarkt helfen.
- Vorruhestandsregelungen sollten dem Arbeitsmarkt helfen.

(f) Was haben Ost- und Westdeutschland bezüglich Arbeitslosigkeit gemeinsam?

(1)

~~die Langzeitarbeitslosigkeit bleibt ein zentrales Problem~~



**ResultsPlus**  
Examiner Comments

This candidate scored 7 out of 8 marks and was more successful. The answers provided are concise and often expressed in their own words with vocabulary from the text. Apart from Q09(b) which again does not talk about the situation in the West of Germany and received 0 marks, all other marks were awarded. Q09(f) provided the less common answer but scored a mark.



Use words or phrases from the text with your own words to create answers that respond directly to the question.

## 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 1 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. Misspelling 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 translated 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.

Sentence 1 – The first sentence was divided into four sections (marks 1-4) and the main obstacles here were the correct translation of *wird begleitet* in the third part and *hässlich* in the fourth part, which prevented some candidates from gaining these marks. The verb *to accompany* was often unknown and replaced with another verb as was *hässlich*. The most successful translation candidates produced was for the first part of the sentence, which a large majority got right whereas in the second part the translation of the relative clause posed a problem for some candidates.

Sentence 2 – The second sentence consisted of three different marks to gain (marks 5-7). The first element was mostly correctly translated only occasionally referring to singular which did not score. (Please note: the use of singular in the whole sentence was only penalised once.) The second and third part were generally translated well although some candidates wrote that the masks were quite scary and not the wild figurers or struggled to render *aus Holz geschnitzten Masken* into acceptable English.

Sentence 3 – The third sentence consisted of three marks to gain (marks 8-10) The translation of *Bei dieser Tradition* was for some candidates difficult and often an incorrect preposition such as 'by / with' was used which prevented candidates from gaining the mark. In the second element the translation of *beschenken*, which was often rendered into the ambiguous 'to gift the children', proved difficult to some candidates. A more common problem posed the translation of *brav* into *brave*, which did not score. The last part of this sentence was often translated well apart from some candidates using the plural of 'helper', which was rejected.

Sentence 4 – The fourth sentence was divided into five parts (marks 11-15). The first element was generally successfully translated but in the second element the translation of *Ketten* often led to a loss of mark. The third element was often tackled well and the translation of *schon* was not needed to gain the mark. Some candidates did not translate the object pronoun *sie*, which was needed though. In element 4, the translation of *wenn* surprisingly posed a problem and was quite often translated with ‘if’ as well as the use of present tense when translating *liefern*, leading to no mark here. In element 5 many candidates gained the mark and were able to successfully express the idea that it is still common in many regions today.

Sentence 5 – The fifth and final sentence was also divided into five parts (mark 16 and 20). Quite a number of candidates managed to render *Unter den Masken stecken* to acceptable English although some candidates stuck to the German word order ‘under the masks often hide young people’ and a mark was withheld. At times *Jugendliche* was translated as children and the mark could not be gained. Element 2 was often translated successfully and the idea that they had great fun was conveyed. The third part was also tackled well, and a variety of synonyms for ‘scaring locals’ were allowed. In the last two and final parts the word (*mit*) *Stöcken* was unknown to quite a number of candidates and stockings was a common translation, which did not score.

Overall, there was quite a number of candidates producing translations of very high standard and the task allowed a wide spread of marks.

10 Translate the following text about Krampus, an Austrian Christmas tradition, into English:

(20)

In den meisten Teilen Österreichs wird Sankt Nikolaus, der am 6. Dezember die Kinder besucht, von einem hässlichen Monstrum namens Krampus begleitet. Diese wilden Figuren sehen in ihren Kostümen und aus Holz geschnitzten Masken ganz furchterregend aus. Bei dieser Tradition soll der Nikolaus die braven Kinder beschenken und sein Helfer die bösen Kinder bestrafen. In der Vergangenheit hatten sie große Glocken an Ketten um sich gebunden, sodass man sie schon von weitem hören konnte, wenn sie durch das Dorf liefen, wie es in vielen Regionen noch heute üblich ist. Unter den Masken stecken oft Jugendliche, die großen Spaß haben, Einwohnern zu erschrecken und anderen Jugendlichen mit Stöcken nachzurennen.

In most parts of Austria, Saint Nicholas <sup>will</sup> ~~would~~ visit children on the 6th of December accompanied by an ugly monster called Krampus. <sup>These</sup> ~~These~~ wild figures <sup>are</sup> ~~is~~ seen in their costumes and in a quite terrifying cut out mask. In this tradition Nikolaus <sup>has to</sup> ~~gibt~~ the brave children and his helper punishes the bad/naughty children.

In the past they had a big bell tied on to the sled so that you could already hear them from far away, when they came through the villages, as is ~~for~~ <sup>is</sup> this day still popular in many regions. Under the mask ~~is~~ <sup>often</sup> ~~are~~ young people, who have a lot of fun, scaring and filling other young people's stockings.





This translation scored a total of 10 marks and shows sign of success but some misunderstandings in some parts. The first sentence scored 2 marks with element 2 and 3 not given. Unfortunately the relative clause was missing and the tense used was wrong. In sentence 2 only the first element scored as the mask cut out of wood has not been communicated and the quite terrifying is not referring to the creatures, but the masks. Element 8 was awarded as was element 10 but the translation of *brave* into 'brave' was rejected.

In the second paragraph the first sentence reads well and only element 11 has been rejected and there was no sled in the German text. In the last sentence however only element 17 scored expressing that they have lots of fun, whereas all the other elements show some lack of understanding of the German text.



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

10 Translate the following text about Krampus, an Austrian Christmas tradition, into **English**:

(20)

In den meisten Teilen Österreichs wird Sankt Nikolaus, der am 6. Dezember die Kinder besucht, von einem hässlichen Monstrum namens *Krampus* begleitet. Diese wilden Figuren sehen in ihren Kostümen und aus Holz geschnitzten Masken ganz furchterregend aus. Bei dieser Tradition soll der Nikolaus die braven Kinder beschenken und sein Helfer die bösen Kinder bestrafen.

In der Vergangenheit hatten sie große Glocken an Ketten um sich gebunden, sodass man sie schon von weitem hören konnte, wenn sie durch das Dorf liefen, wie es in vielen Regionen noch heute üblich ist. Unter den Masken stecken oft Jugendliche, die großen Spaß haben, Einwohner zu erschrecken und anderen Jugendlichen mit Stöcken nachzurennen.

In most parts of Austria, Saint Nicholas, who visits the children on 6<sup>th</sup> December, is accompanied by an ugly monster called Krampus. These wild ~~figures~~<sup>characters</sup> look completely terrifying in their costumes and their masks which are carved out of wood. In this tradition, Nicholas ~~gives~~<sup>is supposed to give</sup> presents to the good children and his helper is supposed to punish the ~~bad~~ naughty children.

In the past they tied large bells on ropes around themselves so that you could hear them even from far away as they ran through the village, as is still customary in many regions. ~~Many people are often~~<sup>behind</sup> hidden under the masks are often young people who have great fun scaring the inhabitants and chasing other young people with sticks.



This is a strong translation that flows and is very close to the original text. The candidate achieved 18 marks in total, only losing out on element 12 (ropes are not chains) and element 13 as 'even' is not in the original text.



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

## Paper Summary

Based on their performance in 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 Q04(b) is a summary exercise and that it is therefore unnecessary to transcribe the whole dialogue. Answers should be clearly signposted using bullet points or numbers;
- candidates should be made aware of the **order of elements** rule;
- 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 their handwriting is readable.

## **Grade boundaries**

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

