

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE

In German (6GN01) Unit 1/1A and 1B

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- **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

YCC

Card 1 A

1. Dem Text nach, wie erfahren junge Leute, welche Mode im Trend ist?

das Internet ist für Teenager der wichtigste Informationskanal.

2. Was ist für Jugendliche beim Kauf von Kleidung weniger wichtig, laut dem Text?

die Qualität spielt keine große Rolle

3. Warum lassen sich junge Leute von der Mode beeinflussen, Ihrer Meinung nach?

Expect answers like: they want to belong to a certain group, they want to be trendy, they want to look good, Kleider Machen Leute

4. Was sind die Vor- oder Nachteile, wenn man Kleidung im Internet kauft?

Vorteile: more choice, convenient, less time consuming, can be cheaper etc

Nachteile: sizing might be wrong, quality not as good, returning items not easy, faulty goods etc.

Card 1 B

3. Interessieren sich Jungen oder Mädchen mehr für Mode? Warum?

Various answers possible: both are equally interested in fashion; more girls because they are prone to be more interested; less boys because they don't care what they are wearing; more boys because they want to look good and follow trends etc.

4. Wie wichtig ist Fair Trade in der Mode, glauben Sie?

Various answers: very important because of ethical and moral reasons, fair wages are important etc.

Not important because people want to be able to buy clothes that look good but don't cost much

YCC

Card 2 A

1. Laut dem Text, wo finden viele 13- bis 19-Jährige ihre Vorbilder?
im Bereich von Sport, Musik und Film.

2. Was ist die Meinung der Experten über Idole?

Wissenschaftler meinen, dass man eine Mischung von Vorbildern für verschiedene Situationen braucht.

3. Wieso können Prominente auch einen negativen Einfluss haben?

Bad role models because of smoking, drinking, drug abuse, bad language etc., people might like to copy such behaviour

4. Warum möchten viele junge Leute berühmt sein?

They like to be admired; they think they can earn a lot of money, can buy everything, meet other stars, carefree life style; don't need to work etc

Card 2B

3. Inwiefern sind Vorbilder positiv?

Good role models to follow, if their behavior is positive; raising money for charities, clean living; family orientated etc

4. Welche Probleme können Prominente haben?

Don't know who to trust; false friends; press intrusion, life in the limelight; pressure to succeed etc

LHF

Card 1A

1. Wieso finden es viele Leute schwierig, sich zu entspannen, dem Text nach?

sie unternehmen so viel, dass die Erholung zu kurz kommt

2. Wie sieht bei den Personen im Text das Wochenende aus?

sie wollen in zwei Tagen alles erleben, wozu sie in der Woche keine Zeit haben

3. Inwieweit beeinflusst Stress das Wohlbefinden?

Stress can cause headaches, loss of appetite, lack of sleep; people can feel ill or irritated, moody etc

4. Wie kann man Stress bekämpfen?

Making sure to do exercise or other relaxing activities like listening to music, yoga, etc; seeking help; avoiding stressful situations

Card 1B

3. Welchen Einfluss hat Stress auf die Gesundheit?

Big influence, can make you physically ill; head ache, stomach ache etc; weight loss or weight gain; can lead to depression

4. Wie kann man Stress vermeiden?

Making sure to do exercise or other relaxing activities like listening to music, yoga, etc; seeking help; avoiding stressful situations; learn to say no

Card 2 A

1. Wie schaden viele Personen ihrem Körper, laut dem Text?

mit falscher Ernährung mit zu viel Zucker, Fett und Salz

2. Dem Text nach, wie versuchen junge Leute ihre Traumfigur zu bekommen?

Jugendliche setzen vor allem auf Crash-Diäten, um den gewünschten Körper zu bekommen

3. Inwieweit beeinflussen die Medien unsere Essgewohnheiten?

Adverts for certain foods and drinks, fast food chains etc make us want to eat and drink sugary and fatty food; on the other hand super thin models in magazines may influence some people to starve themselves to gain a similar figure.

4. Wie könnte man den Zuckerkonsum reduzieren?

One could force manufactures to use less sugar in the production of food and drink ; the government could put a tax on sugar; an age restriction for the buying of sweets and chocolates

Card 2B

3. Was beeinflusst unsere Essgewohnheiten?

Media, friends' eating habits; family cooking etc

4. Inwieweit haben Jugendliche eine schlechtere Ernährung als ältere Menschen?

Young people eat more sugary and salty food than old people, because they have been used to it from a young age. Often they can't cook and rely on fast food and ready meals. Older people have better eating habits, because they are used to healthier, less sugary and fatty food. They are more likely to cook proper meals rather than using ready meals.

**WAU
Card 1A**

1. Wie kann man Wasser sparen, laut dem Text?

In den meisten Haushalten gibt es eine Spartaste für die Toilette, eine Regenwassertonne im Garten und eine Waschmaschine mit geringem Verbrauch.

2. Warum meinen die Experten, dass es besser ist, kaltes Wasser zu trinken?

es spart nicht nur Energie, sondern auch Geld und es schmeckt besser.

3. Inwiefern verschwendet man zu viel Wasser im Haushalt ?

Various answers: letting the tap run when brushing teeth; boiling a full kettle when needing water for one cup of tea; having a bath rather than a shower

4. Welche Probleme haben Länder, die nicht genug Wasser haben?

Droughts, famine, illness etc

Card 1B

3. Inwieweit verbrauchen wir zu viel Wasser für den Tourismus?

Watering Golf courses in hot countries and other leisure facilities that require water for maintenance; especially destinations in hot countries need to use extra water for their leisure attractions

4. Was sind die Vor- oder Nachteile von Wasser als Energiequelle, Ihrer Meinung nach?

Advantages: no pollution, no emissions, clean

Disadvantages: building of dams can harm the environment and can deprive areas of their water supply

Card 2 A

1. Warum gehen so viele Menschen gern wandern, laut diesem Text?

sie genießen die frische Luft und die Landschaft.

2. Was ist der Vorteil an diesen Trekkingtouren bei schlechtem Wetter?

wenn es regnet, ist die Unterkunft wenigstens trocken.

3. Auf welche Weise kann Trekking schlecht für die Umwelt sein?

Erosion of footpaths, harmful for the environment because of building work,

too many tourists produce rubbish which they don't dispose of properly-

4. Was halten Sie von Ökotourismus?

Personal opinion required; like it because we need to look after the environment, make sure we don't harm it but still have fun in the holidays
Don't like it because it's far too expensive and when on holiday you want to have comfort and treat yourself etc.

Card 2B

3. Wie kann Tourismus eine Region beeinflussen?

Various ways: create jobs in the leisure and hotel industry; destroy the local area with hotels and damage the infrastructure because they can't cope with the influx of tourists etc

4. Inwieweit ist Ökotourismus der Tourismus für die Zukunft?

We need to look after our environment; carbon footprint reduction; need to curb unnecessary wasting of resources, but needs to get cheaper so more people can do it and not do package holidays

EE

Card 1 A

1. Was können Eltern in Deutschland bald entscheiden?

auf welche Schule ihre Söhne und Töchter gehen

2. Was sind die Vorteile, wenn alle Kinder zusammen unterrichtet werden?

Kinder mit Behinderung entwickeln, sich in einem inklusiven Klassenzimmer besser
Or: sie werden verständnisvoller und verantwortungsbewusster.

3. Warum sollten Jungen und Mädchen getrennt unterrichtet werden?

No distraction ; girls do better in science; boys do better in languages etc.

4. Was sind die positiven Aspekte im Schulwesen in Ihrem Land?

Country specific; candidates need to mention something they like about their schooling; i.e. shorter school days or longer holidays etc

Card 1B

3. Inwiefern kann man Privatschulen rechtfertigen?

For: It gives parents more choice; sometimes the environment (small classes, single sex) is more conducive to learning for some pupils as the teachers can spend more time with them

Against: elitist, we shouldn't have to pay for good education, it's not equal etc

4. Was sind die negativen Aspekte im Schulwesen in Ihrem Land?

Country specific; candidates need to mention something they don't like about their schooling; i.e. long school days or short holidays, exam pressure etc

Card 2 A

1. Worüber beschweren sich viele deutsche Studenten?

die Stundenpläne sind nicht flexibel und es gibt zu wenig E-Learning

2. Was denken viele Studenten über die Lehrkräfte?

sie loben besonders deren Fachwissen und Engagement

3. Was sind die Vorteile, wenn man an einer Universität in der Nähe von zu Hause studiert?

Saves money, can carry on with Saturday/part time job; parental support: financially and emotionally; etc

4. Inwieweit ist ein Universitätsabschluss wichtig, um einen guten Job zu bekommen?

Employers like the degree because it shows that one can apply oneself and has acquired certain skills, which are necessary for jobs that are paid well; etc

Card 2B

3. Inwieweit bereitet das Studium auf das Berufsleben vor, Ihrer Meinung nach?

Personal opinion needed: yes because you learn skills which you will need in your job when you study law or medicine or for a teaching degree;
No, because the world of work and university study are miles apart and you learn more from work placements etc

4. Was sind die Nachteile, wenn man an einer Universität in der Nähe von zu Hause studiert?

One stays too dependent on parents, can't really embrace student life etc

Unit 1 Spoken Expression and Response

Assessment Criteria

Mark	Quality of language (Accuracy) (AO3)
0	No rewardable language.
1	Isolated examples of correct language; pronunciation and intonation often impede communication.
2–3	Many basic errors, impeding communication at times; pronunciation and intonation erratic, not always comprehensible.
4–5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6–7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

Mark	Quality of language (Range of Lexis) (AO3)
0	No rewardable language.
1	Very basic lexis; minimal command of structure.
2–3	Lexis restricted; operates generally in simple sentences.
4–5	Adequate range of lexis; limited range of structures.
6–7	Good range of lexis with some examples of more complex structures.
8	Wide range of lexis and good variety of structures with only occasional limitation.

Mark	Response (AO1)
0	No rewardable language.
1–4	Little spontaneity; cannot develop responses; very reliant on examiner's language.
5–8	Few examples of spontaneous discourse; limited development of responses; often fails to respond appropriately to questions; needs prompting.
9–12	Some examples of fluent discourse but not always spontaneous or well developed; some hesitation in more complex areas; difficulty with some questions.
13–16	Frequent examples of spontaneous discourse ably developed; responds usually without undue hesitation; deals adequately with most questions.
17–20	High incidence of spontaneous, fluent discourse; able to respond readily to all questions; develops and sustains discourse well.

Mark	Understanding (Stimulus specific) (AO1)
0	No understanding of stimulus.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus.

Mark	Understanding (General topic area) (AO1)
0	No rewardable language.
1–2	Hardly any relevant ideas and opinions, demonstrating poor understanding of general topic area.
3–4	Few relevant ideas and opinions, demonstrating limited understanding of general topic area.
5–6	Some relevant ideas and opinions, demonstrating satisfactory understanding of general topic area.
7–8	Many relevant ideas and opinions, demonstrating good understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent understanding of general topic area.

Marking guidance for oral examiners

Unit 1: Spoken Expression and Response

Tests that are too short

A test is too short if it is less than 7 minutes 30 seconds (this includes a 30 second tolerance).

Drop down one mark band to the corresponding mark across the following assessment grids:

- Quality of Language – Accuracy
- Quality of Language - Range of lexis
- Response

e.g.

4-5	Accuracy variable but errors rarely impede communication; pronunciation and intonation inconsistent but comprehensible.
6-7	Generally accurate but some errors in more complex language; pronunciation and intonation generally good.
8	Highly accurate with perhaps some very minor errors; pronunciation and intonation authentic.

If a candidate would have scored 7 for Accuracy, they should be given 5, if they would have scored 6, they should be given 4. A similar adjustment should be made for Range and for Response. This will not affect the other assessment criteria 'Understanding – Stimulus specific' or 'Understanding – General Topic Area'.

Test that are too long

Once the 10 minute mark has passed, the examiner stops listening at the end of the next sentence/sense group.

Tests that do not move away from initial stimulus sub topic

Candidates are limited in the amount of marks they can score.

- 'Quality of Language - Range of lexis' – limited to a maximum of 3 marks
- 'Response' – limited to a maximum of 8 marks
- 'Understanding - General topic area' – cannot score more than 0

Spontaneity/Response

If a test appears to lack spontaneity in large part to the extent that significant sections *appear to have been pre-learnt*, the mark for **Response** will be limited to a maximum of 8 marks. It may be that intonation is also impaired; however, poor intonation would not, on its own, suggest pre-learning.

Spontaneous use of language occurs when candidates use their knowledge of structures and lexis and apply it appropriately in response to unpredictable questions.

The unpredictability is created by the teacher/examiner responding to the candidates' views to elicit development. Unpredictability on the part of the teacher/examiner will facilitate a proper level of spontaneity.

Discourse

Discourse is a discussion where the candidate demonstrates the ability to interact within a subtopic. This means developing the subtopic area and exploring it in some depth.

Discourse describes the exchange of opinion and information on a subtopic between the candidate and the teacher/examiner. In practice, this means that each participant addresses the points made by the other. The candidate and the Teacher/Examiner should respond appropriately to each other's input, whether that be a question, a comment, a remark. To reach the full range of the marking criteria there will be frequent examples of this level of discourse.

Development

Development means appropriately expanding on an idea and point of view. This can be in the form of justification, illustration, exemplification, clarification, comparison of the candidates' ideas and views.

- Please note:

Understanding – Stimulus specific should only be used to mark **Section A** of the oral test.

Understanding – General topic area should only be used to mark **Section B** of the oral test. Candidates should be able to demonstrate their knowledge about the GTA and express ideas and opinions relevant to their research.

When marking the oral exam, examiners are advised to immediately allocate a mark for Section A, prior to allocating marks for the rest of the test (Section B).

It is important that the PE and team leaders can see clearly the justification for marks awarded and examiners should note briefly on the OR1 form the reason for any caps which are applied in marking an oral test.

If a score of '0' is awarded for any of the assessment grids, the oral recording should be referred to your Team Leader.