



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In German (6GN04) Paper 01
Research, Understanding and Written
Response

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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.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

SECTION A: TRANSLATION

Question 1

The translation into target language is allocated **10 marks**. The text for translation will be divided into **5 sections**.

Each section is worth 2 marks

Section	English	Target Language	Acceptable alternatives
1	Karo had two options . She really couldn't decide what to do .	Karo hatte zwei Möglichkeiten. Sie <i>konnte (sich)</i> wirklich nicht <i>entscheiden, was sie machen sollte</i> .	Optionen (accept Wahlen) (reject Auswahl or variants) beschließen tun was zu tun
2	She could either tell the police what she had seen , or keep quiet . She didn't want to talk to them in case Tobias was innocent .	Sie <i>könnte</i> (entweder) <i>der</i> Polizei erzählen, <i>was sie gesehen hatte</i> , oder <i>schweigen</i> . Sie wollte nicht (<i>mit</i>) <i>ihnen</i> sprechen, falls Tobias unschuldig <i>war</i> .	Entweder könnte sie... Konnte informieren nichts sagen ihren Mund halten nicht sprechen (accept ruhig bleiben or leise bleiben or still bleiben) (tolerate gesehen hat) Reden mit ihr wenn weil + suitable phrase wäre
3	But if she said nothing, and Tobias had killed the man... Both options could be morally wrong , couldn't they?	Aber wenn sie nichts sagte, und Tobias (doch) den Mann getötet hatte – <i>Beide Möglichkeiten könnten</i> moralisch falsch sein – oder?	gesagt hätte getötet hätte sagen würde ermordet umgebracht <i>Die beiden</i> moralisch unrecht

			<p>Sowohl die eine wie auch die andere Möglichkeit wäre...</p> <p>Weder die eine noch die andere Möglichkeit wäre moralisch richtig – oder?</p> <p>Verkehrt</p> <p>nicht wahr</p> <p>könnten sie (nicht)?</p>
4	What had he said – that life was worthless ?	Was <i>hatte</i> er gesagt – dass (das) Leben wertlos sei?	nichts wert sei
5	Karo took her phone from her pocket and waited a moment before dialling the good-looking Inspector's number .	Karo <i>nahm</i> ihr Handy <i>aus ihrer Tasche</i> und <i>wartete einen Moment</i> , bevor sie die Nummer <i>des gutaussehenden Kommissars wählte</i> .	<p>hat ... genommen</p> <p>einen Augenblick</p> <p>Smartphone</p> <p>Telefon</p> <p>vom / von dem gut aussehenden Detektiv / Polizisten / Inspektor - Accept feminine forms</p> <p>(hin)eintippte</p> <p>anrief / telefonierte</p>

Essential information is **emboldened** in the English text. Candidates **must** communicate essential information in order to access marks but this basic communication is not sufficient in itself. Marks will be awarded according to the quality and accuracy of the translation.

Complex elements are *italicised* in the target language text.

In assessing the candidate's performance, the descriptions detailed below will be used.

Each section will be awarded one of the marks shown.

Mark	Description
2	Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis including word order are generally accurate.

1	Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success.
0	Essential information is not conveyed due to errors in basic grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful.

Section B: Creative or Discursive Essay

Question 2: Below are suggested ideas for the essays. Candidates may well come up with entirely different material which will be rewarded on its merits as a response to the task.

Creative Essay

Question Number	<i>„Schatz... äh... ich habe heute ein Tigerbaby gekauft.“ Wie geht das Gespräch weiter?</i>
2(a)	Answer The response should be a continuation of the conversation, a reasonable, plausible discussion based on the purchase of a tiger cub.
Mark (45)	

Question Number	Nun endlich war diese Nacht vorbei. Jetzt gab es wieder Hoffnung... Erzählen Sie die Geschichte!
2(b)	Answer The answer should be a coherent story with a degree of suspense. It should relate to a difficult, tense night and new hope coming with the new day.
Mark (45)	

Question Number	Notlandung: Helden-Pilot rettet alle Passagiere. Schreiben Sie einen Zeitungsbericht über dieses Ereignis!
2(c)	Answer

	The answer should be a newspaper report about an emergency landing in which the pilot rescues all of the passengers – either by skilful flying or in some other way.
Mark (45)	

Discursive Essay

Question Number	„Ohne unseren Glauben hätten wir gar nichts.“ Was meinen Sie dazu?
2(d)	Answer Candidates could refer to either religious beliefs or any other beliefs. Candidates should discuss the alternative to 'gar nichts', and should discuss the role of belief in our lives.
Mark (45)	

Question Number	„Jeder hat das Recht, seine Meinung frei zu äußern.“ Aber ist das immer eine gute Idee?
2(e)	Answer Candidates should discuss the limits to free speech. They may mention limits such as libel, offense, national interest. They may refer to world events to illustrate their arguments, such as Charlie Hebdo, Wikileaks, Copenhagen cartoons (rather ancient now...)
Mark (45)	

Question Number	Wir sollten Flüchtlingen unbedingt helfen. Inwieweit stimmen Sie zu?
2(f)	Answer Candidates may discuss the limitations on the help we can offer to refugees (i.e. bedingt helfen). Candidates may discuss our obligations – religious, moral, legal – to help those in need, including the Geneva convention. However, it could also be argued that it would be better to help improve situations so that people do not flee their homes and seek refuge.
Mark (45)	

Question Number	Popkonzerte als Katastrophenhilfe – absolut lächerlich! Inwiefern sind Sie auch dieser Meinung?
2(g)	Answer Candidates may argue that pop concerts are indeed an idiotic / ridiculous way to provide disaster relief – that people should simply donate money rather than enjoying themselves and claiming it is for charity. They may argue that there is no guarantee that money from a disaster relief pop concert will end up helping the victims of the

	disaster. However, they may also argue that this is a good way to convince people to part with money, to harness celebrity power for charity, to raise awareness of a particular group of people in need (as a result of disaster).
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Mark (45)

Marking Criteria (Section B)

Mark	Range and application of language – Creative/discursive essay (AO3)
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to manipulate language.
3-4	Restricted range of lexis and structures; limited ability to manipulate language.
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always successful.
7-8	A wide range of appropriate lexis and structures; successful manipulation of language.
9-1	Rich and complex language; very successful manipulation of language.

Mark	Accuracy of the target language – Creative/discursive essay (AO3)
0	Language so inaccurate that no reward is possible.
1	Accuracy only in the simplest form; a high incidence of basic error.
2	Communication impaired at times by basic errors, e.g. agreements, verb forms; some familiar language is accurate.
3	A number of major errors made, without impairing communication significantly; familiar forms and structures usually accurate.
4	Few errors, mostly of a minor nature.
5	High degree of accuracy with minimal and minor errors.

Mark	Understanding and response – Creative essay (AO2)
0	No rewardable understanding or response.
1-3	Largely irrelevant; minimal use of stimulus.
4-6	Some relevant points made; unimaginative use of stimulus.
7-9	Satisfactory understanding of question and response to stimulus.
10-12	Good to very good understanding of question and response to stimulus.
13-15	Very good to excellent understanding of question and imaginative response to stimulus.

Mark	Understanding and response – Discursive essay (AO2)
0	No rewardable understanding or response.
1-3	Minimal understanding of question or relevant discussion.
4-6	Limited understanding of question.
7-9	Satisfactory understanding of question; some implications of questions addressed.
10-12	Good to very good understanding of question; main implications of question addressed.
13-15	Very good to excellent understanding of question; implications of question fully grasped.

Mark	Organisation and development – Creative/discursive essay (AO2)
0	No rewardable organisation and development.
1-3	Minimal organisation and development; answer largely disorganised.
4-6	Limited organisation and development; structure lacks coherence.
7-9	Organisation and development not always logical and clear.
10-12	Organisation and development logical and clear.
13-15	Extremely clear and effective organisation and development of ideas.

Section C: Research Based Essay

Questions and expected responses

Question Number	Question
3 (a)	Was sind die größten wirtschaftlichen Herausforderungen in der Stadt/Region, die Sie studiert haben? Inwiefern ist die Stadt/Region in der Lage, diese Herausforderungen zu bewältigen?
	<p>Suggested Answer</p> <p>Candidates should discuss the most important economic challenges and the extent to which the city or region is in a position to overcome them.</p> <p>Effects of global financial crisis specifically on this region.</p> <p>Effects of globalisation on local industry / local jobs / local prospects</p> <p>Lingering effects of Ostblock / Wiedervereinigung? Mecklenburg-Vorpommern still hasn't recovered, and has low population, aging population and high unemployment, for example.</p> <p>Finding enough jobs – here it would be nice to hear about specific local problems – e.g. the major local employer has closed down, how do you attract another one? Or the specific effects of outsourcing on this particular town / region.</p> <p>Economic consequences of refugees – again, with specific reference to a town or region.</p>
	Mark (45)

Question Number	Question
3 (b)	Was waren die wichtigsten politischen Ereignisse in dem Zeitraum, den Sie studiert haben? Welche Bedeutung hatten diese Ereignisse für die Entwicklung des Staates?
	<p>Suggested Answer</p> <p>Candidates should discuss the most important political events in their period and the meaning they had for the development of the state.</p> <p>Election of key parties / elevation to power of key parties / figures – need to justify their effect on the development of the state / country</p> <p>Introduction of democracy / suppression of democracy – clear effect on state / country</p> <p>Unification / division / reunification of Germany</p>

	<p>Decisions relating to the constitution</p> <p>Decisions to go to war</p> <p>Decisions relating to closeness to America / Soviet Union / Europe in economic and foreign relations</p> <p>Joining Europe</p> <p>Decisions relating to nuclear power – effect on country but not really on state?</p>
Mark (45)	

Question Number	Question
3 (c)	<p>Wer ist oder war die wichtigste Persönlichkeit der modernen deutschsprachigen Gesellschaft? Begründen Sie Ihre Wahl in Bezug auf das politische, kulturelle, wirtschaftliche oder soziale Leben.</p>
	<p>Suggested Answer</p> <p>This question gives candidates (almost) free rein to choose the area from which their most important personality comes from, so long as they justify it. Candidates can choose personalities who are living or dead, so long as they are from the modern period.</p> <p>Kohl (later days) / Schröder / Merkel / Joschka Fischer (a member of the Green Party in government) as political figures, others could be accepted.</p> <p>Cultural life could include literary figures, artists, musicians, actors, directors, possibly even sporting figures – Daniel Brühl, Renan Demirkan (Turkish-born German actress and writer), Akif Pirinçci (writer, films made from his books), Nele Neuhaus (Krimi writer, films made from her books)...</p> <p>Economic life – finance ministers, leading bankers e.g. Sabine Lautenschläger...</p> <p>Social life – just about anyone from the pages of Bunte...</p>
Mark (45)	

Question Number	Question
3 (d)	<p>Was sind die wichtigsten Themen in dem Werk, das Sie studiert haben? Wie werden diese Themen durch die Handlung verwirklicht?</p>

Suggested Answer

Candidates should discuss the most important themes in the work, and how these themes are realised through the plot / action.

Der Vorleser: Post-war guilt symbolised through the relationship with Hanna – Germany on trial through the trial of Hanna

Der Besuch: Greed, revenge, justice – realised through the effects of Claire's return and ultimatum

Goodbye Lenin: Change and stasis, honesty and deceit, reality and fiction, belief and actuality – realised through the depiction of the changing political system and the change in beliefs that had to accompany it, the attempt to create a fictional DDR for the mother...

Das Leben der Anderen: Repression and freedom of expression; art and love; change and stasis. Realised through Wiesler's changing behaviour.

Mark (45)

MARKING CRITERIA (Section C)

Mark	Reading, research and understanding (AO2)
0	No rewardable material presented.
1–6	Minimal understanding; almost no evidence of reading and research.
7–12	Limited understanding; little evidence of reading and research.
13–18	Adequate understanding; some evidence of reading and research.
19–24	Good to very good understanding; clear evidence of in-depth reading
25–30	Very good to excellent understanding; clear evidence of extensive and in-depth reading and research.

Mark	Organisation and development (AO2)
0	No rewardable organisation and development.
1–2	Limited organisation and development; structure almost wholly lacking in coherence.
3–4	Some organisation and development; may be rambling and/or repetitive.
5–6	Adequate organisation and development of material; development patchy and/or ambiguous.
7–8	Good organisation and development; material well planned and sequenced with minor lapses.
9	Very good organisation and development; material very effectively marshalled and developed within a carefully planned framework.

Mark	Quality of language (AO3)
0	No rewardable language.
1	Very basic level of communication; language often breaks down because of lack of linguistic knowledge and/or ability to use structures; very inaccurate.
2	Some communication achieved on a basic level but often lacks comprehensibility; limited linguistic range; basic sentence construction; register often inappropriate.
3–4	Satisfactory communication; inaccurate language occasionally impedes comprehensibility; fair range of appropriate lexis; structures often well handled.
5	Good communication; errors rarely impede comprehensibility; language mainly accurate and appropriate; good range of lexis and structures; good handling of complex structures and use of idioms.
6	Very good communication; language almost always fluent, varied and appropriate; wide range of lexis and structures; high level of accuracy.

Marking guidance – Discursive/Creative Essay and Research-Based Essay

1. The mark should be awarded on the basis of your general evaluation of the essay **based on the Marking Criteria** for Section B and Section C.
2. **Annotations should be used**, where appropriate, to recognise candidate's performance for errors as well as anything good, for example, a good use of idiom, a well-handled syntactical construction, variety of constructions; well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.
3. Annotations will be used to support a general impression, based on the **Marking Criteria**. You can 'drag and drop' annotations into sentences and paragraphs in order to enhance the overall impression of the candidate's performance.

4. Word Count

- Long essay responses: Read to the end of the sense group after 270 words, and then stop. Annotate as per guidelines, below.
- Short essay response: self-penalising.

NOTE: Research-Based Essay

If it is deemed that the candidate has not addressed the specific requirements of the question, or the research does not link specifically to the culture and/or society of the target-language country, a mark of zero will be awarded for **Reading, Research and Understanding**:

- If '**Reading, Research and Understanding**' scores a mark of zero, no marks can be awarded for 'Organisation and Development' and 'Quality of Language'.
- Any essay that is awarded a mark of zero must be referred to the Team Leader/Principal Examiner for verification.