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Examiners' Report January 2011

GCE German 6GN02 01

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Introduction

This unit requires candidates to understand and convey their understanding of German-language recordings and texts. In addition, candidates produce a piece of continuous writing, in which they can demonstrate their ability to manipulate German. The content for the unit is drawn from the four general topic areas (and definitive list of linked subtopics) listed on page 30 of the specification. The overall time allocation for this unit is 2 hours 30 minutes.

Section A is out of 20 marks and assesses candidates' listening skills. There are four extracts which last around 5 - 6 minutes and which are recorded onto CD (or are available for centre download as an mp3 file). Candidates have individual control of the listening material and must complete section A within the first 45 minutes of the examination.

Section B is also out of 20 marks and assesses candidates' reading skills. There are three authentic texts in German, each followed by a different task type. Candidates are free to complete this section immediately after section A or they may choose to complete section C first and come back to this section later in the examination.

Section C is out of 30 marks and assesses candidates' writing skills. Candidates are required to write 200-220 words in the form of an email, a letter or an article in German based on a short German-language stimulus. A number of linked bullet points define the content. Candidates are free to answer this question after the listening and before the reading sections if that suits them better.

All questions in Sections A and B are marked according to a specific mark scheme which is updated at the standardisation meeting to take the range of candidate responses into account.

Candidates should be aware that examiners assess responses in Q4, Q6 and Q7 in the order elements are given by candidates, and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score, whereby repeating or re-working of the question or preambles to an acceptable response do not count as elements in the response. In addition, credit is not withheld for irrelevant additions to a correct answer, but incorrect additions which negate will result in candidates losing the mark for a correct answer.

Question 4

Question 4 carries eight 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. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. A mark is withheld only for the first misuse of tense. Full sentences are not required in this task but candidates should be aware that full and detailed information is. Overall, candidates have become more proficient in their handling of this question.

Part a) Candidates who answered incorrectly had often misunderstood the *50 Millionen Schritte* or had failed to appreciate the time frame required for an appropriate response and gave answers such as *Christian war der erste Mensch*.

Part b) This was very accessible, with *eine Pause machen* as the most popular response.

Parts c) and d) These questions discriminated well. References to 70 km and 100 km were to be found in the answers to c) and d) respectively. In part d) examiners were somewhat surprised by the frequency that 60 km appeared.

Part e) This question rewarded those who were able to listen for detail and thus also differentiated well. Many candidates gave one piece of information successfully for one mark, typically *die Regierung hilft* but then mentioned *Alternativrouten*, which does not address the question and so could not score. Although these candidates often went on to add a third and correct piece of information about *die freundlichen Einheimischen*, this could not be credited as the order of elements principle applies to this question as per the mark scheme and as mentioned previously. Responses such as *Menschen sind freundlich* cannot attract a mark either since they do not demonstrate understanding of the detail required.

Part f) This question was accessible to more candidates, and the most common answer focused on *sie sparen/er spart Geld*. Incorrect answers tended to be along the lines of *es ist billig*, which is not supported by the listening text.

Part g) The spelling of *Werbeflächen* was at times hardly recognisable and it was thus impossible to award the mark. Incorrect answers were mostly *verkaufen Werbung* or *Werbeflächen* on its own or *verkaufen Kleidung im Internet*.

This response scores 4 marks.

Hörtext 4 In 365 Tagen um die ganze Welt

4 Sie hören ein Interview mit Christian Schmidt. Beantworten Sie die folgenden Fragen auf Deutsch.

(a) Wie viele Menschen haben so eine Aktion schon durchgeführt?

(1)

0 - es war der erste Person

(b) Was wird Christian machen, damit er sich während des Laufs nicht zu sehr anstrengt?

(1)

er hat kurze Pausen, wenn seine Muskeln in viele Schmerzen war, wenn sie ein Pause braucht

(c) Wie sieht Christians Trainingsprogramm aus?

(c) Wie sieht Christians Trainingsprogramm aus?

war, wenn er
in Pause braucht

(1)

70 Kilometres pro Tag laufen, keine Ruhetage geplant

(d) Was muss Christian beim Lauf machen, um einen Tag frei zu haben?

(1)

wenn ~~er~~
~~er~~

er ~~er~~ über 70 kilometre in ein~~e~~ Tag gelaufen ist.

(e) Wieso ist er optimistisch, dass sein Team überall hinfahren darf?

(2)

In manche Ländern gibt ist ~~es~~ ~~es~~ Einreisen verboten, die
Regierung versucht zu helfen, er ~~er~~ hat ein alternative Route
geplant. Die Menschen in Krisengebieten sind sehr freundlich, laust
Rucksacktouristen.

(f) Was ist für Christian ein Vorteil von den Campingbussen?

(1)

es spart Geld

es hilft sein Team, um Geld zu sparen, ~~und~~

(g) Was macht er, um diese Reise zu finanzieren?

(1)

Sie verkaufen Werbeflächen auf seine Kleidung



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Examiner Comments

In part a) the candidate uses the incorrect tense and so does not score. An appropriate response would be in either the present or the future tenses. Any misuse of tense in this way would lead to the mark being withheld once only.

For part b) the candidate is awarded the mark: although there is an incorrect tense, this is considered a repeated error.

The candidate has confused the figures in part c) so no mark can be given.

In part d), although the candidate has identified the 70 kilometres correctly, *ein paar Tage* has not been understood, so no mark can be given.

Part e) exemplifies the order of elements rule. The candidate gives 4 pieces of information but examiners consider only the first two. Here the first piece of information is incorrect in terms of a response to the question asked. The second piece of information is correct. All further information is not considered. So, this candidate scores 1 mark here.

In part f), the candidate is awarded the mark.

In part g), candidates struggled with the transcription of *Werbeflächen* and examiners took a flexible approach to the spelling of this word. This candidate scores the point.



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Examiner Tip

Candidates must understand the order of elements principle. They should check the number of marks available for a question and give only that many pieces of information.

This response scores 4 marks.

Hörtext 4 In 365 Tagen um die ganze Welt

4 Sie hören ein Interview mit Christian Schmidt. Beantworten Sie die folgenden Fragen auf Deutsch.

(a) Wie viele Menschen haben so eine Aktion schon durchgeführt?

(1)

Kein - 0

(b) Was wird Christian machen, damit er sich während des Laufs nicht zu sehr anstrengt?

(1)

er bekommt eine kurze Pause machen

(c) Wie sieht Christians Trainingsprogramm aus?

(1)

er läuft jeden Tag + ungefähr 100km, normalerweise 70km

(d) Was muss Christian beim Lauf machen, um einen Tag frei zu haben?

(1)

er muss mehr als 70km für zwei Tage laufen

(e) Wieso ist er optimistisch, dass sein Team überall hinfahren darf?

(2)

die Regierung wird helfen

die Einheimischen sind freundlich

(f) Was ist für Christian ein Vorteil von den Campingbussen?

(1)

es ist sehr billig für kochen und schlafen

(g) Was macht er, um diese Reise zu finanzieren?

(1)

er hat Werben an seine Kleidung dem Campingbussen und das Internet

(Total for Question 4 = 8 marks)

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Examiner Comments

Part a) represents a successful if succinct response.

Part b) is again both successful and concise.

In part c), the addition of *normalerweise 70Km* unfortunately negates what would otherwise have been a perfect response.

In part d), *ein paar Tage* has been misunderstood and so although the candidate has identified the correct number of kilometres, this response cannot gain any credit.

Two marks were awarded for part e).

There is nothing in the transcript to support the answer given in part f). It is too liberal an interpretation and cannot score a mark.

Part g) does not have the key concept of selling advertising space and the answer cannot be credited.

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Examiner Tip

It is not necessary for candidates to write huge amounts to provide a correct answer - a focused answer is, however, essential.

Candidates must limit themselves to the information given in the transcript - enhancement of stated facts cannot be credited.

Question 6

Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and candidates are not expected to infer meaning. There are five separate questions in English to which candidates respond in English. Full sentences are not required, but candidates must include sufficient detail to address the question appropriately.

Whilst most candidates undoubtedly understood this text, the majority struggled to transfer the meaning precisely. This question requires a good deal of practice, as very many candidates give approximations which cannot be accepted. Greater attention to the detail of the German text would lead to a higher score in many instances.

Part a) Many omitted *loudspeakers* from their answer.

Part b) This question proved to be more accessible although there were some interesting translations for *konnten sich nicht erklären*.

Part c) Many transferred correctly that two policemen boarded the train the next morning but struggled with *in Zivil* either omitting the concept completely or transferring it as *civilians*, *civil servants*, *civil people*, *civil workers*.

Part d) Again, many were able to transfer the notion of *attaching/connecting their mobile phone to....*, but *Führerraum* was frequently transferred inappropriately as *captain's room/office* or *main room*.

Part e) There was a general lack of clarity in answers about who was taking the boys home. *Zugeben* was transferred as *the boys gave everything back* or *handed everything over*.

This response scores full marks.

- 6 Read the passage above and answer the questions in English. Your answers must relate exclusively to the passage and convey all the relevant information provided.
- (a) Why did many passengers complain to the train company? (1)
 because ~~music was being played~~ music was being played on the loudspeaker and it was so loud.
- (b) Why did the train company inform the police? (1)
 because they could not find out how music came to be played ~~on the loudspeaker~~
- (c) How did the police set about solving the mystery? (1)
 two plain-clothes officers boarded the train the next morning ~~to solve the problem~~ to solve the problem
- (d) What exactly were the 12-year-olds doing? (1)
 they wanted to go into the empty control room in order to
- (e) What happened to the boys? (1)
 they admitted everything and their parents took them home



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 Examiner Comments

This is an excellent example of where the candidate has thought about the sense of the English in the responses. All the answers convey the essential information unambiguously.

This response scores 2 marks.

6 Read the passage above and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) Why did many passengers complain to the train company?

(1)

They complained about the loud music being played.

(b) Why did the train company inform the police?

(1)

Because they could not explain from where the music come.

(c) How did the police set about solving the mystery?

(1)

Two officials travelled on the train.

(d) What exactly were the 12-year-olds doing?

(1)

They were in the empty drivers' room where they were playing their mobile phone music on the loud speaker.

(e) What happened to the boys?

(1)

The police ^{contacted} ~~was~~ their parents.



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Examiner Comments

In part a) there is no reference to the loudspeakers and this was an essential element for the mark.

Part b) is fine for the mark.

Part c) is just too vague: it is necessary to convey the full sense of the German text.

The candidate has given full details in part d) and is therefore successful.

The answer in part e) does not actually address the question.



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Examiner Tip

This question requires candidates to give full details in their answers. They should ensure they have transferred the true sense of the German and not offer approximations. From this point of view, this question looks forward to the translation task in Unit 4 at A2.

Question 7

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. Full sentences are not required but, as in question six, sufficient detail must be included in the response to answer the question completely. Targeted lifting is allowed.

This text is followed by questions in German requiring answers in German. No question part is worth more than 2 marks. As in all previous series, **targeted** lifts were accepted. Weaker candidates copied either great chunks out of the text or just a few words but not the key words, and so forfeited the mark. Unfortunately, some candidates targeted wrong sections of the text completely, perhaps because they were unable to understand the text, or possibly, the questions.

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. A mark is withheld only for the first misuse of tense. It is obvious that very many candidates remain confused over the distinction between sie (she), sie (they) and Sie.

Part a) In answers which were on the right lines, the comparative was frequently missing. Most unsuccessful answers referred to *über Essgewohnheiten nachdenken*.

Part b) Correct answers here were often exact lifts from the text, which is of course allowed. Candidates sometimes had difficulties expressing the comparison to *Autoverkehr* and again it was not uncommon for the comparative to be missing.

Part c) This question highlighted the need for close reading: incorrect answers often had the correct figure, but linked it to *Treibhausgase*.

Part d) Some responses highlighted the *fleischfreier Tag* whilst others omitted to specify which people are being encouraged to eat in a more environmentally friendly way so that there was an element of ambiguity which could not be credited. Most candidates understood the general gist of people becoming more environmentally friendly but were unable to tie this in with the concept of *ernähren* and were thus too vague.

Part e) Candidates struggled to express successfully the two clear concepts required for the two marks. Answers were often along the lines of *Werbungen über Fleischkonsum/umweltfreundliches Essen* or were too vague, such as *Warnhinweise auf Essen*. Responses which attracted 1 mark usually referred to *Klima-Kennzeichnung auf Verpackungen*.

Part f) The stipulation *außer besserer Gesundheit* in the question was often misunderstood or ignored so that even otherwise very strong candidates mentioned *Herzkrankheiten, Krebsrisiko* etc here. Correct answers about looking slimmer were rare.

Part g) This section was answered successfully by the vast majority of candidates.

Part h) Many candidates gave correct answers for the 2 marks. Incorrect answers were usually due to omission of the concept of *weltweit/global* or an assertion that *Essen/Lebensmittel ist zu teuer* - which is not what the text states.

This candidate scored 6 marks here.

- 7** Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**.
- (a) Was müsste man in Bezug auf den Fleischkonsum machen, um dem Klima zu helfen? (1)
 Man muss seine Essgewohnheiten ~~setzen~~ wechseln
- (b) Wie schätzt die UNO die Wirkung der Fleischindustrie auf die globale Erwärmung? (1)
 Der Fleischindustrie ^{ist schlechter} ~~verschlechtert~~ für die Umwelt als Auto-Verkehr.
- (c) Wie ist die Vorhersage für die Herstellung von Fleischprodukten? (1)
 Sie wollen Fleischproduktion bis zum Jahr 2030 um 85% steigen
- (d) Was ist das Ziel der Initiative der belgischen Stadt Gent? (1)
 Sie einführen einen fleischfreien Tag
- (e) Wie versucht man die schwedische Bevölkerung zu ermutigen, ihre Essgewohnheiten zu ändern? (2)
 - Sie haben eingeführt eine Klima-Kennzeichnung für Lebensmittel
 - Sie haben eingeführt viele Treibhausgasbewertung auf die Verpackung von Nahrungsmitteln
- (f) Außer besserer Gesundheit, welchen Vorteil haben Menschen persönlich, wenn sie weniger Fleisch essen? (1)
 Die Chancen von Krebs verschlechtern
- (g) Wie ist die Situation für 900 Millionen Menschen? (1)
 Sie haben extrem Hunger und sind ~~zu~~ unterernährt
- (h) Nennen Sie **zwei** Gründe dafür. (2)
 - ~~Soziale~~ Die Lebensmittelpreise hat mehr teuer werden
 - Es gibt mehr Dürren und Missernten, weil Klimawandel verschlechtern



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Examiner Comments

Part a) - this response does not address the question.

Part b) - the candidate has used his/her own words very successfully here to give a succinct and correct response.

In part c), although the candidate has written *sie wollen*, this does not detract from the correct message and this response scores the mark.

The response in part d) does not address the question.

The candidate scores one of the two marks available in part (e) for the first part of the response.

In part f) the *Außer besserer Gesundheit* in the question has not been noted by this candidate.

A successful answer in part g).

Whilst the language in part h) is not accurate, the correct message is very clearly communicated.


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Examiner Tip

Examiners take great care when setting the questions that these should be easily accessible in terms of language used to all candidates. Candidates should read them carefully to ensure the answer they give is relevant to the question asked.

This response scored 3 marks.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**.

(a) Was müsste man in Bezug auf den Fleischkonsum machen, um dem Klima zu helfen?

(1)

Man muss weniger Fleisch essen.

(b) Wie schätzt die UNO die Wirkung der Fleischindustrie auf die globale Erwärmung?

(1)

Es wird ähnlich zu der Wirkung der Auto-Verkehr.

(c) Wie ist die Vorhersage für die Herstellung von Fleischprodukten?

(1)

Treibhausgase werden zunehmen.

(d) Was ist das Ziel der Initiative der belgischen Stadt Gent?

(1)

Sie essen kein Fleisch, damit sie klimafreundlicher werden können.

(e) Wie versucht man die schwedische Bevölkerung zu ermutigen, ihre Essgewohnheiten zu ändern?

(2)

Sie haben eine Klima-Verpackung, die Informationen über Klimawirkungen, Gegenmaßnahmen. Es besteht auch eine Werkinweise.

(f) Außer besserer Gesundheit, welchen Vorteil haben Menschen persönlich, wenn sie weniger Fleisch essen?

(1)

Es gibt eine kleine Chance dass die Leute Krebs oder Herzkreisläufkrankheiten entwickeln werden, wenn sie weniger Fleisch essen.

(g) Wie ist die Situation für 900 Millionen Menschen?

(1)

Sie haben Hunger.

(h) Nennen Sie **zwei** Gründe dafür.

(2)

Essen wird immer mehr bew.

Die Rezession und Wirtschaftskrise.



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Examiner Comments

Part a) represents a good start to this question.

Unfortunately, there is no concept of a greater contribution in part b) so no mark can be awarded.

Part c) - this response does not address the question.

In part d) the *sie* is ambiguous. Apart from this, the response conveys the wrong message.

Whilst the response in part e) is along the right lines, the candidate has not been able to pinpoint the exact information needed.

In part f), the reference to *außer besserer Gesundheit* has been ignored.

A successful response in part g).

In part h) the candidate was awarded one mark for the first part of the response. It is not clear what the candidate meant at the start of the second part - possibly *Rezession*. However, marks cannot be awarded based on this basis.



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Examiner Tip

Candidates must ensure their responses are clearly expressed and written.

Question 8

This section consists of one writing task.

In question 8, candidates first read a short (55-75 words) stimulus in German which serves to provoke and support a response in German of 200 - 220 words. The rubric (in German) for this task includes a number of bullet points (between 4 and 6), which candidates must address in their response. The piece of writing is assessed positively according to assessment criteria grids. These grids reward students for content and response (15 marks) and quality of language (15 marks). Candidates need to gain at least 1 mark for content to access marks for quality of language. The word limit is observed and examiners read no further than to the end of the sense group after 220 words.

Examiners were pleased to note an improvement in candidates' examination technique. The topic area of this task had been well prepared in class and the task seemed to be accessible and of interest to most candidates and allowed them to demonstrate their capabilities.

There were few responses which were short but overlong answers remain a problem. In such cases, candidates run the risk of being unable to include the final bullet point within the word count. Candidates should be aware that any information which comes after the 220 words will not be assessed. The omission of one complete bullet point automatically reduces the content mark to a maximum of 9. Centres are advised to read the marking principles, which come at the end of the mark scheme. These principles detail exactly what will happen when a candidate completes a bullet point only partially, or indeed fails to address a bullet point at all.

Although there was no bullet point requesting information on *wer Sie sind und warum Sie schreiben*, many candidates wasted valuable words providing such details and this was at the expense of addressing the points specified. A concise statement was fine, however. Candidates must address the bullet points for the task as it stands and should not make assumptions based on past papers.

Bullet point 1:

Candidates found much to write for the first bullet point. In many cases, however, examiners were presented with little more than a list of features and/or advantages of mobile phones. More successful candidates were able to link this to the growing popularity of such phones - as required by the task. Answers which overlooked this connection between the huge number of contracts and the advantages of mobile phones were less successful.

Bullet point 2:

Some candidates interpreted this as asking them to offer a personal view on mobiles - possibly because *notwendig* was not really understood. Given that such responses tended to focus on features and advantages of the mobile phone, this frequently led to repetition of what had been written above.

Bullet point 3:

This bullet point requires reference to more than one negative aspect of mobiles and the strongest candidates were able to come up with at least a couple of disadvantages. Candidates who were able to address this bullet point only partially could score a maximum of 12 for Content and Response (as per the marking principles). The most commonly cited dangers of mobiles were radiation and health risks, antisocial behaviour and addiction to mobile phones, problems at school due to lack of concentration, and financial problems because of either too much use or wrong contracts with providers. More imaginative candidates referred to the decline in correctly written texts because of *text speak*.

Bullet point 4:

Unfortunately, some candidates appeared not to have understood *Regeln* but examiners adopted a flexible stance on what might constitute a rule in this context such as ensuring the security of phones (e.g. insurance against theft or measures against other people hacking into your phones), or find the cheapest provider and the best price plan. Some of the most successful answers linked the negative aspects cited in bullet 3 to some logical rules.

Language

There was evidence that candidates had been well prepared to attempt an essay on this topic and very many were able to deploy expressions of opinion and deliberation, as well as a variety of structures including conditional, subordinate clauses and the passive. Some used idiomatic expressions e.g. *zwei Seiten der Medaille, ein Katzensprung*, while others candidates posed rhetorical questions: *Ist das Handy für mich notwendig? Ganz sicher*. Conversely, many still struggled with correct verb endings, personal pronouns and the perfect tense.

This letter scores 9 for Content and Response and 8 for Quality of language.

Section C: Writing**Text 8**

Bayrische Post 13.01.11

Überall erreichbar

1992 wurde zum ersten Mal in Deutschland mit einem Handy telefoniert. Heute gibt es mehr Handyverträge als Einwohner!

Die ersten Handys waren zum Telefonieren gedacht – SMS war ein kostenfreier Bonus. Niemand rechnete damit, dass die kleinen Textnachrichten so beliebt würden. Heute ist SMS das beliebteste Kommunikationsmittel.

Für viele Leute ist ein Handy unverzichtbar: Es garantiert dauernde Erreichbarkeit, ist multifunktional.

Mobile Kommunikation mag unseren Alltag wohl verändert haben, zum Guten... oder eher zum Schlechten?

8 Sie lesen diesen kurzen Artikel in der „Bayrischen Post“ und schreiben einen Brief **auf Deutsch (200 – 220 Wörter)** an die Redaktion, in dem Sie auf Folgendes eingehen:

- Warum so viele Leute ein Handy haben
- Ob ein Handy für Sie persönlich notwendig ist
- Die negativen Aspekte von Handys
- Was für Regeln man beachten soll, wenn man ein Handy hat

- intro - Why your writing.
 - ~~Why~~ Why people have 'em - weil sie sicher mit Auhler
 - Für ein Emergency
 -

- MY OPINIONS - Mein Handy ist sehr wichtig für mich.

- Negatives - Mann ~~kein~~ nie allein ist.
Sehr gehetzte clammern und Herren.

Ich Schreibe über den Artikel am den 13. Januar 2011 „überall erreichbar“ Ich bin eine 17-jährige Schülerin aus England und ich heiße [REDACTED]

Ich bin der Meinung das so viele Leute ein handy haben aus vielen Gründen, zum Beispiel wenn man ein Handy in tasche haben, fühlt man sich sicher, weil wenn man ein problem haben, kann man ein person kontaktieren, zum beispiel die polizei oder die krankenhaus. Ein andere gründe Leute haben Handys sind, um Freunde zu kontaktieren oder um Sachen zu planen, zum beispiel wenn man einen freunden treffen sind, und man spät gekommen ist, kann man seine freunden anrufen oder ein SMS schicken.

Für mich ist mein Handy so wichtig, weil ich ein so hektischen leben haben und muss ich immer SMS oder E-mails schicken und auch muss ich immer ^{rufen} meiner mutter und meine freunde ^{oder} ^{und} mein arbeitsgeber an, um meine zeit zu organisieren. Ich denke ^{das} wenn ich kein handy haben würde ich mein zeit nicht gelungen.

Obwohl Handys sind praktisch meiner Meinung nach finde ich ~~das~~ ^{auch} sie viele negativen Aspekte ~~haben~~ ^{haben}, zum beispiel wenn man ein handy hat ist

Mann nie Allein, weil man dich immer anrufen
 kann, ein andere Negative sind geld, weil ein
 handy ~~teuer~~ vielen geld kosten und es kann teuer sein.



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Examiner Comments

This piece of writing is the correct length.

The candidate has introduced herself briefly in the first short paragraph but has not used words up unnecessarily.

The second paragraph addresses bullet point one. This aspect of the task has been understood and addressed with some development of detail.

The third paragraph addresses bullet point 2 relevantly and with some detail.

The following 2 paragraphs address bullet point 3, highlighting more than one negative aspect.

Unfortunately, the final bullet point is not addressed at all and this impacts on the number of marks this piece of writing can attract. The marking principles cap any response in which one complete bullet point has been omitted at 9 for Content and response. This response merited a mark of 9.

The mark which can be awarded for language is not capped in this way and the candidate can access the full range of marks. Examiners awarded this piece of writing 8 for quality of language: communication is satisfactory and the candidate demonstrates a satisfactory grasp of syntax.



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Examiner Tip

Candidates must be familiar with the marking principles for this question. Omission of one bullet point will cap the Content and response mark at 9, however fully the other points have been dealt with.

This letter scored 12 for Content and response and 15 for Quality of language.

Section C: Writing

Text 8

Bayrische Post 13.01.11

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1992 wurde zum ersten Mal in Deutschland mit einem Handy telefoniert. Heute gibt es mehr Handyverträge als Einwohner!

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8 Sie lesen diesen kurzen Artikel in der „Bayrischen Post“ und schreiben einen Brief **auf Deutsch (200 – 220 Wörter)** an die Redaktion, in dem Sie auf Folgendes eingehen:

- Warum so viele Leute ein Handy haben ✓
- Ob ein Handy für Sie persönlich notwendig ist ✓
- Die negativen Aspekte von Handys ✓
- Was für Regeln man beachten soll, wenn man ein Handy hat ✓

Sehr geehrte Damen oder Herren,

Ich schreibe diesen Brief, damit ich meine Meinung über Handys geben kann.

Für mich, sind Handys sehr nützlich für tagtägliches Leben. Schwer finde ich zu denken, wie ich ohne ein Handy arbeiten könnte. Man kann in Kontakt bleiben – Im Vergleich zur Vergangenheit, weil man einen Brief öfter schreiben musste. Handys sind so beliebt meine ich, weil

Sie eine neue Mode ~~sach~~^{unverändert}. Alle Leute wollen ganz auszuselen und Handys sind ganz bestimmt ein Teil dieser Kultur.

80

Mir ist es klar geworden, dass es immer mehr unmöglich ist ohne ein Handy zu leben - Ich bin einzig mit diesen Artikel in diesem Bereich. Persönlich benütze ich mein Handy jeden Tag, damit ich häufiger arbeiten kann und zudem mit Freunde zu Sprechen. Ich spiele auch Musik mit meinem Handy, das ich ein i-Phone habe.

135

Dennoch verstehe ich, dass es ^{einige} Nachteile mit Handys besteht. Um Handys zu produzieren, werden viele Leute in der dritten Welt ausgebeutet. Es ist unfair, dass Leute in unheimlichen Zustände leben müssen damit ich einen Anruf machen kann. Es ist auch einfach, zu viel Geld mit einem Kontrakt zu benützen.

172

Sicherheit ist mir von der höchsten Wichtigkeit. Heutzutage begehen viele Jugendliche Missbrauchen, damit sie Geld machen kann. Wenn man ein gutes Handy leisten kann, muss man es Schützen. Das ist die Hauptsache, wenn man ein Handy hat. Es wäre brav, ein Qualitätshandy zu

200

Verloren.

~~Ich bedanke mich, dass Sie dieses Brief veröffentlichten~~
 Werk. Ich bedanke mich für die Chance, diesen
 Brief zu veröffentlichen.
 mit bestem Gruß,

Student in Köln.



ResultsPlus

Examiner Comments

After a brief introduction, the candidate gets down to addressing bullet point 1. The letter is well organised - he treats each bullet point in turn as he progresses through the paragraphs. This is a good approach. The slight blip is that only one *Regel* is mentioned (and in fact, it is not a *Regel* as such) and this means that the final bullet has been addressed only partially. The marking principles cap responses which address bullet points only partially at 12 for Content and response.



ResultsPlus

Examiner Tip

Examiners felt this was worth 12 marks and adopted a flexible approach to what might be considered a *Regel*. This candidate uses a wide variety of structures extremely competently and examiners could find no reason not to award a mark of 15.

Grade Boundaries

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

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