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Examiners' Report  
June 2017

GCE German 8GN0 01

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# Introduction

This is the first examination of Paper 8GN0 01. The principal differences from the legacy specification are that the writing has been removed and a translation from German into English included for the first time.

This paper is designed to assess candidates' listening comprehension, reading comprehension and translation skills using a variety of authentic sources. Candidates are required to understand and convey their understanding accurately and also to show their ability to translate accurately from German into English.

The content for the paper is drawn from two themes. Theme 1 *Gesellschaftliche Entwicklung in Deutschland* is divided into three sub-themes; *Natur und Umwelt*, *Bildung* and *Die Welt der Arbeit*. Theme 2 *Politische und künstliche Kultur im deutschen Sprachraum* is also divided into three sub-themes; *Musik*, *Die Medien* and *Die Rolle von Festen und Traditionen*.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 6-7 minutes and are recorded onto CD or available for Centre download as an mp3 file. Tasks involve a multiple choice test, answering questions in the target language and summarising in English the main points of a passage. The total mark for this section is 24.

Section B is out of 28 marks and assesses candidates' reading skills. There are five authentic texts in German of varying degrees of difficulty. One of these is a literary text. Task types include a multiple choice test, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 12 marks and comprises a short translation from German into English.

The overall time allocation for this paper is 1 hour and 45 minutes. Candidates are recommended to start with the listening material and to complete this within 45 minutes. 45 minutes is recommended for Section B and 15 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 almost 20% 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 mark 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. Credit is not withheld for irrelevant additions to a correct response but additions which negate will result in candidates losing the mark for a correct answer.

There were many impressive performances from candidates who had clearly made huge progress since GCSE, both in the range of their vocabulary but also in their ability to manipulate the language of the transcript or text to suit the question asked.

Less impressive performances were characterised by gaps in vocabulary on common topic areas at this level and also by a propensity to use untargeted lifts of material without attempting to check their suitability or relevance to the question.

## Question 2 (a) – (d)

Question 2 requires candidates to respond in German to questions set in German. As quality of language is not being assessed in this type of question misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in the previous specification, targeted lifts were accepted. However, candidates should not transcribe whole sections of the dialogue in the hope that the transcription may address the question posed.

The transcript was about village life and the fight by one Bavarian village to retain the village pub. Candidates found some parts of this question taxing but the majority managed to score about half marks.

2 (a) This question differentiated well. In order to gain the mark candidates had to include a verb such as *glauben*, *meinen* or *denken* to show that they understood that these are people's dreams or hopes and not fact. Many candidates struggled with the word *idyllisch* which was frequently transcribed as *idolisch*.

Question 2(b) proved quite taxing for many candidates. Although some were able to successfully convey that many villages are losing inhabitants, many struggled to identify the relevant information in the transcript. *Sie verlieren ihre Einwohner* was a frequently encountered incorrect answer. Candidates need to ensure that answers containing a pronoun make sense in the context of the question asked. In this example *sie* cannot refer to *viele Gaststätten* mentioned in the question.

Question 2(c) proved relatively accessible for most candidates. Answers were more or less equally split between saying the pub is *das Herz des Dorfes* and the idea of people meeting there to eat and drink.

Question 2(d) was correctly answered by the majority of candidates who successfully conveyed the idea of *Einwohner*. Some candidates seemed to think that the pub renovated itself. Other frequently encountered answers included just the name of the village or *Bayern* with assorted misspellings.

### **Question 3 (a) – (e)**

Question 3 requires candidates to respond in German to questions set in German. The recording featured an interview with the band *Deine Freunde*. Music is clearly a topic where candidates feel quite confident. This was reflected in the marks with the majority of candidates scoring over 50% on this question.

In Question 3(a) almost all candidates were able to identify relevant information. Most answers featured *Hip Hop für Kinder* although some candidates mentioned that the band do not play traditional children's music which was also an acceptable answer.

In Question 3(b) most candidates realised that the music was loud and good for dancing. However, some simply listed the characteristics without mentioning the word *Musik* or wrote *es ist...*, thereby not gaining the mark.

Question 3(c) proved moderately challenging for candidates. Some candidates realised that the band meet up in the studio and think up stories without adding what they take into consideration when choosing the themes.

Most candidates were able to express at least one of the aims in Question 3(d) and many got two, although there were some difficulties with expressing the idea of *das Leben zu meistern*.

Question 3(e) was answered correctly by most candidates who noted that the band had jobs and therefore could not go on tour. A few mentioned concerts but did not always qualify their answer with *ab und zu*.

## Question 4 (a) (i) – 4 (a) (iii)

This question proved quite challenging for many candidates as it required them to listen carefully to a complex piece of German, decide on the relevant information for each question and then transcribe the relevant sections sufficiently accurately to be understood without ambiguity. The first two parts in particular were accessible only to the best candidates.

4(a)(i) - Many candidates focused their answers purely on *Behälter* and *Elektrogeräte* rather than attempting to express the idea of our using so much plastic in general in everyday life.

4(a)(ii) - This question was done well by able candidates who understood the verb *entstehen* but caused problems for the majority. Some understood the effects of the sun and the waves, but many simply stated where the *Mikroplastikteile* were to be found rather than how they were formed. Others simply stated the amount of plastic waste found in the sea.

4(a)(iii) - Although most candidates seemed to understand the idea of the fish eating the plastic and us eating the fish, some found it difficult to explain this clearly enough using the term *Nahrungskette*.

### Hörtext 4 (a) – Plastik: Freund oder Feind?

4 (a) Hören Sie diesen Radiobericht über Plastik und beantworten Sie die folgenden Fragen **auf Deutsch**.

(i) Warum ist ein Leben ohne Plastik wohl nicht mehr denkbar?

(1)

Es gefährdet unsere Gesundheit

(ii) Wie entstehen die Mikroplastikteile?

(1)

Der ~~Plastik~~ Plastikmüll ~~er~~ ~~er~~ verrotet nicht und bleibt für eine lange Zeit

(iii) Welche Rolle spielen die Fische?

(2)

die Fische essen die Mikroplastikteile und die Plastik  
werden ein Teil der ~~unserer~~ ~~unserer~~ unsere Nahrungskette.

100 - 150 Millionen

Nahrungskette

i immer öfter  
erdungen our healt.



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**Examiner Comments**

4(a)(i) - This candidate has clearly understood the basic premise of the text i.e. that plastic is harmful to both fish and humans but unfortunately it does not answer the question. Therefore the answer scores 0.

4(a)(ii) - This statement is undoubtedly true but does not address the question asked i.e. how the microscopic particles are created. The candidate scores 0.

4(a)(iii) - This answer has some grammatical flaws but is clear enough in its meaning. The candidate is awarded both marks.

### Question 4 (b) (i) – 4 (b) (ii)

This question requires candidates to summarise two main points from the dialogue, making sure to address all the bullet points. No marks are awarded to candidates who ignore the rubric and write their answer in German. Candidates who try to transcribe the whole dialogue are penalising themselves as only the first two points made will be credited using the order of elements rule. Candidates who fail to address both parts of the question can gain at most one mark.

4(b)(i) - Some candidates did not understand *Kunststoff* and translated it as "art materials" or "artificial materials" but most understood that new, more environmentally friendly, plastics are being produced. Far fewer were able to address the second bullet point. The idea of replacing metal with these plastics was much less obvious.

4(b)(ii) - There were a few interesting ideas of how wood might be used to produce plastic e.g. extracting plastic out of the wood but most candidates were able to express the idea comprehensibly. Many candidates mentioned that in 10-15 years, 10% of our plastic would come from sustainable sources. This was stated in the dialogue as a fact rather than a desired outcome. *Ziel für die Zukunft* was the key phrase introducing the desired outcome. Many candidates lost one mark here because they had the desired outcome as their third point.

(b) Listen to the second part of the report and respond in English.

(i) Summarise what the first speaker says about:

- the advances
- how they are used

(2)

There are a lot of advances, produce types of plastic that can help the environment. They are now used in cars and plane parts to replace metal. To produce less CO<sub>2</sub>, which is extremely, extremely & environmentally friendly.

(ii) Summarise what Herr Pfänder says about the future of plastic:

- current research
- desired outcome

(2)

To make plastic out of wood and not from oil from the earth. In around 15 years they want 10% of their product from sustainable resources. Aim for outcome to produce things that decompose quickly without producing harmful products.





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### Examiner Comments

4(b)(i) - The candidate has covered both of the required bullet points and therefore scores 2 marks here.

4(b)(ii) - The candidate covers current research clearly. However, his/her second point is not the desired outcome but a statement of what is definitely going to be achieved. S/he then includes the desired outcome as a third point. Unfortunately this cannot be credited under the order of elements rule.



## ResultsPlus

### Examiner Tip

The wording of the text often directs candidates to the relevant information to answer the question. Here the "desired outcome" mentioned in the bullet point is signposted in the dialogue by a German version of the same phrase, i.e. *Ziel für die Zukunft*.

## **Question 6**

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

## Question 7 (a) – (d)

Question 7 requires candidates to respond in German to questions set in German. As quality of language is not being assessed here, misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in the previous specification, targeted lifts were accepted. However, candidates should not transcribe whole sections of the dialogue in the hope that the transcription may address the question posed. Candidates should pay attention to the need for the lifted material to answer the question set and should be aware that it may not be possible to lift answers from the text for all questions. Indiscriminate lifts which indicate that candidates have not understood either the question or what they are including in their response will not be credited.

Most candidates found this task accessible and performances were encouraging.

7(a) was answered well by most candidates. Those candidates who were not awarded the mark often simply wrote *Sie sind unzufrieden* without relating the dissatisfaction to jobs or simply stated that the old people wanted to be their own boss, an answer which merely paraphrases the question.

Question 7(b) was answered correctly by the vast majority of candidates.

Question 7(c) was answered well by most candidates. Those who had difficulties frequently failed to understand the meaning of *fehlt*. The most frequent correct formulation of the answer was *sie haben keine Erfahrung oder wirtschaftliches Verständnis*.

The majority of candidates coped well with Question 7(d). Frequent answers were *eine finanziell starke Person*. A targeted lift e.g. *man muss finanziell stark sein* was also quite acceptable here. A few candidates, having used *sie haben nicht genug Erfahrung* for 7(c) then tried their luck with *sie haben genug Erfahrung* for 7(d). As a general rule the same information from the text cannot be credited for two separate answers.

## Question 8 (a) – (d)

This question featured a literary text and therefore a different register of language; one which candidates found more difficult to cope with. This type of text will feature again in future years and therefore merits careful attention. The same advice as given for previous questions about targeted and untargeted lifts applies equally to this question. The fact that examiners saw many more examples of untargeted lifts here is perhaps an indication that candidates struggled more to understand the key points. Candidates should also ensure that they read the question carefully, particularly the question words in order to identify relevant material more easily.

Question 8(a) was a good example of the need to read the question and text carefully. The fact that *genau* was in bold type should have been enough to alert candidates to the need for precision in their answer. Unfortunately, very few candidates realised that they needed to include *am Abend* in their answer. Most candidates answered *am ersten der vier Sonntage vor Weihnachten* or *am ersten Advent* and therefore did not gain the mark.

Question 8(b) proved taxing for many candidates. Only stronger candidates were able to convey the idea of preparing for the writing of the *Wunschzettel*. Frequently encountered incorrect answers included *Papierbögen* and *lange Papiermesser*.

Question 8(c) discriminated well between candidates. Most chose the idea of *rote Köpfe* or managed to express the idea that the children wrote a lot. However, there were also many examples of untargeted lifts such as *das Papier kaum reichen wollte*.

Just under half of candidates managed to gain a mark for Question 8(d). Some failed to understand the question word *inwieweit*, a word which will continue to feature in questions requiring candidates to make a judgement. Many candidates successfully conveyed the idea that the children wanted a dog or baby sibling. One enterprising candidate suggested that it was, in fact, quite normal to want a dog or a baby brother or sister.

- 8 Lesen Sie den Text *Wie meine Mutter Weihnachten feierte* von Tony Schumacher. Beantworten Sie die Fragen **auf Deutsch**.

### Wie meine Mutter Weihnachten feierte

Endlich war er da, der ersehnte erste Advent. Wie herrlich war es, wenn an diesem ersten der vier Sonntage vor Weihnachten unsere Mutter am Abend mit schönen weißen Papierbögen hereinkam. Diese schnitt sie mit einem langen Papiermesser in Streifen und sagte:

„Kinder, jetzt werden die Wunschzettel geschrieben!“ Jedes von uns bekam einen Bleistift, und nun ging das eifrige Schreiben los, bis das Papier kaum reichen wollte und wir ganz rote Köpfe hatten.

Was hatten wir für Wünsche! Wünsche der unsagbarsten Art, von einem Hund gar zu einem Brüderchen oder Schwesterchen. Und während man seine Phantasie walten ließ, war es schon fast so, als besäße man bereits alle diese Dinge; so leuchtend und greifbar standen sie vor einem.

Wenn Mutter die Zettel einsammelte und durchlas und lachend da und dort durch die verwegensten Sachen einen Strich machte und sagte: „Wie könnt ihr dem Christkind zumuten, so was Schweres, Großes oder gar Zappelndes zu tragen?“, so waren wir auch zufrieden. War es ja doch schön gewesen, sich überhaupt derartiges auszudenken.

Bei unserer Mutter wussten wir unsere Wunschzettel in besten Händen, denn dass sie und das Christkind in enger Verbindung standen, war unser fester Glaube. Nach jedem Ausgang, den sie machte, bekamen wir ein Bonbon aus der Tüte des Christkinds.

(a) Wann **genau** begannen die Vorbereitungen für das Weihnachtsfest?

(1)

die Vorbereitungen begannen vier Sonntage vor Weihnachten.

(b) Welche Beschäftigung hatte die Mutter vorbereitet?

(1)

Sie hatte die Papierbögen vorbereitet.

(c) Was zeigt, wie angestrengt die Kinder schrieben?

(1)

Die Kinder hatten am Ende „ganz rote Köpfe“.

(d) Inwieweit waren die Wünsche ungewöhnlich?

(1)

Die Wünsche waren für Geschwister und Haustiere, und dafür gab es nicht genug Zeit, um am Weihnachtstag zu bekommen.



### ResultsPlus Examiner Comments

(a) This candidate has not taken *genau* in bold type into account when writing the answer. The necessary detail *am Abend* is not present and the candidate cannot therefore be awarded the mark.

(b) Examiners were looking here for an activity i.e. writing the *Wunschzettel*. This candidate therefore has not scored a mark.

(c) The candidate has identified the relevant information in the text and adapted it to the question by changing the original pronoun *wir* and substituting *die Kinder*. This answer scores one mark.

(d) The candidate has conveyed the correct information using his/her own form of words and is awarded the mark. This is a good example of a candidate who clearly understands the original text and has expressed ideas clearly in his/her own words.

### Question 8 (e) - (g)

In Question 8(e) the majority of candidates understood the fact that mother laughed but not all were able to express correctly that she crossed out unsuitable items. A frequent attempt, which was not clear enough to be awarded the mark, was *sie machte einen Strich*. Untargeted lifts also featured quite frequently in this question.

8(f) Most candidates identified the right section of the text to answer this question but a substantial minority were unable to adapt the information successfully enough to be awarded a mark. The most successful answers read simply *die Wünsche/sie waren zu schwer für das Christkind*. Some candidates thought the wishes were unsuitable because they were *leuchtend* and *greifbar*.

8(g) Many candidates correctly recognised that the final sentence was the one to choose but some did not mention exactly where the sweets came from although one candidate wrote *aus der Tote!*

(e) Wie reagierte die Mutter auf das Geschriebene? Nennen Sie **zwei** Reaktionen.

(2)

1) Sie fand ~~ein~~ manche Wünsche lustig/witzig  
2) Sie machte einen Strich durch die ungeeigneten Sachen

(f) Warum fand die Mutter einige Wünsche ungeeignet?

(1)

Sie dachte, dass einige Wünsche das Christkind nicht glücklich machen würden.

(g) Warum glaubten die Kinder, dass die Mutter das Christkind getroffen hatte?

(1)

Die Kinder sahen oft ein Bonbon aus der Tüte des Christkinds.



## ResultsPlus

### Examiner Comments

8(e) This candidate gains 2 marks here. For the first mark s/he has paraphrased *lachend* from the original text successfully. The second element has been successfully adapted from the original text. Although the original vocabulary has been retained, the candidate has adapted the word order to suit the question.

8(f) The candidate has attempted to answer the question in his/her own words but the resulting response is too vague and does not address the key fact that the *Christkind* would not be able to carry many of the items on the wish list. This answer cannot therefore be credited.

8(g) The candidate has adapted the information in the final sentence of the text to meet the demands of the question. The verb ending is no longer correct, but this has no bearing on clear communication and therefore the answer scores the one mark.



## ResultsPlus

### Examiner Tip

When using language directly from texts, candidates must ensure that they adapt it to meet the demands of the question directly. Accurate grammar is important to the extent that it ensures that meaning is clear.



## Question 9 (a) – (b)

This question proved taxing to many students, but as a result discriminated well among better candidates. The vocabulary was challenging and sentence structure often quite complex. Some of the required answers were quite deeply embedded within the text with the result that some candidates found it difficult to identify the correct part of the text, even before attempting to modify it to fit the requirements of the question. Targeted lifts were accepted where they answered the question, but the incidence of untargeted lifts was higher here than in other questions, perhaps reflecting candidates' difficulties with the content of the text. A number of candidates did not attempt the latter parts of this question, a tactic which resulted in not gaining marks on some of the easier parts towards the end.

9(a) The majority of candidates answered with *die Presse* although *Fernsehen* and *Internet* were also acceptable answers. Some misread the question as beginning with *was* and therefore gave answers such as *wichtige politische Entscheidungen*, which could not be credited.

9(b) Many candidates managed to choose one of the possible answers with most using the idea of *nicht verstehen/verarbeiten*, although some mentioned the idea of children being frightened.

### 9 Lesen Sie diesen Online-Artikel über Medien. Beantworten Sie die folgenden Fragen auf Deutsch.

~~20~~ → *violence*  
**Gewalt in den Nachrichten**

Die Presse in Deutschland berichtet über alles, was in der Welt geschieht. Man erfährt von wichtigen politischen Entscheidungen, was in der Wirtschaft passiert oder welcher Schauspieler gerade am berühmtesten ist.

Von Zeit zu Zeit sind aber Gewalt und Terror das beherrschende Thema in den Medien. Viele Eltern versuchen, ihre Kinder vor diesen Themen zu schützen, aber Bilder von solchen Ereignissen gibt es im Fernsehen und besonders im Internet zu sehen. Kinder und Heranwachsende tun sich schwer damit, diese Bilder und Nachrichten zu verstehen und zu verarbeiten. → *to work out*

Nicht nur in den Abendnachrichten, sondern auch in eigens für Kinder vorgesehenen Kindernachrichten, muss man sich daher die Frage stellen: Wie stelle ich Kindern und Jugendlichen Sachverhalte vereinfacht und behutsam dar, ohne Fehler zu machen?

Die Medienpädagogin Maya Goetz meint: Kinder brauchen Informationen, die sie verkraften können. Gut ist, dass Kindernachrichten meistens einen Beitrag über Gewalttaten mit Hoffnung enden lassen. Für Kinder sind brutale Bilder, die Angst machen, unnötig und überfordernd.

Außerdem benötigen Kinder mehr Medienkompetenz, um die Informationen, die sie von den Medien bekommen, richtig einzuordnen. Das Internationale Zentralinstitut für das Jugend- und Bildungsfernsehen (IZI) hat neulich eine Studie zum Thema Flüchtlinge durchgeführt. Grundschulkindern zwischen sechs und neun Jahren wurden zu dem Thema befragt, um herauszufinden, was sie darüber wissen und woher sie ihre Informationen bekommen. Die Kinder, die sich aus der Zeitung informiert hatten, konnten die meisten Fragen beantworten. Die Informationsquellen



Radio und Fernsehen kamen auf Platz zwei und drei.

Erstaunlich: Am wenigsten richtig lagen Grundschüler, die sich über ihre Eltern informiert hatten. Vielleicht sollten sich Eltern und Kinder öfter gemeinsam vor den Fernseher setzen, um nachher zu diskutieren, was sie in den Nachrichten sehen.

(a) Laut dem Text, wie kann man <sup>erfahren</sup> erfahren, was in der Welt <sup>geschieht</sup> geschieht?

(1)

~~Die Presse zu~~ Durch die Presse zu lesen

(b) Warum, glauben Sie, versuchen Eltern ihre Kinder vor bestimmten Ereignissen zu <sup>schützen</sup> schützen?

(1)

Weil <sup>die</sup> Bilder von Terror oder Gewalt können ein negative ~~empfluss~~ <sup>Einfluss</sup> auf die Kinder haben.



### ResultsPlus Examiner Comments

9(a) Grammatically this response is perhaps a little suspect but it still includes the key idea of *die Presse* and thus gains a mark.

9(b) This candidate has clearly understood what the question requires but his/her answer is not precise enough to gain the mark. *Können einen Einfluss haben* is not sufficiently close to *nicht verstehen/verarbeiten*.

## Question 9 (c) – (g)

9(c) A number of different answers were credited for this question. The two most common were *Information, die die Kinder verkräften können* and *keine brutalen Bilder zeigen, die Angst machen*. Some candidates used the idea of ending with hope which was in fact the answer to 9(d).

9(d) Most candidates got this answer correct.

9(e) This question was answered well by better candidates, but did cause some issues for those who found the whole text taxing. The use of *warum* in the question was enough for many to indicate that the section beginning *um herauszufinden* contained the answer. The main error was for candidates to copy *um herauszufinden, was sie darüber wissen* without explaining the context of *darüber*, in other words without reference to *Flüchtlinge*. This is a good example of the potential issues with an untargeted lift.

9(f) This question was answered correctly by the majority of candidates. However, a few candidates chose *Radio und Fernsehen* rather than the correct answer *Zeitungen*.

9(g) This question proved to be quite taxing. Candidates often did not give enough specific detail, either just saying that parents need to discuss things with their children or that they should watch TV together with no mention of the news.

(c) Wie sollten Kindernachrichten solche Themen behandeln? Nennen Sie zwei Möglichkeiten.

(2)

Kindernachrichten sollten solche Themen vereinfacht und behutsam behandeln und ohne Fehler machen.

(d) Welchen Aspekt der Kindernachrichten finden Medienexperten besonders gut?

(1)

Kindernachrichten lassen meistens einen Beitrag über Gewalttaten mit Hoffnung enden.

(e) Warum hat das IZI eine Untersuchung durchgeführt?

(1)

weil es Flüchtlinge gibt.

(f) Welche Medien-Art hat dabei am besten abgeschnitten?

(1)

Zeitung

(g) Warum wird wohl der Ratschlag am Ende des Berichts gegeben?

(1)

Grundschüler, die sich über ihre Eltern informiert hatten, lagen am wenigsten richtig.



## ResultsPlus

### Examiner Comments

9(c) This candidate has included 3 elements which are worthy of credit although the maximum for this question is two. 2 marks are therefore awarded. The candidate has adapted the information in the original text very effectively to the requirements of the question, changing the original rhetorical question into a statement.

9(d) The candidate has made the minimal adjustments needed to the original text in order to address the question directly. This answer scores 1 mark.

9(e) The candidate has missed the main reason for the IZI study. It is not the fact that there are refugees which is relevant but rather what children know about them and how they find out their information. This answer therefore scores 0.

9(f) This is the correct answer and therefore scores 1. It is not necessary to answer in a full sentence. A one word answer gives all the information necessary on this occasion.

9(g) This answer is an example of an untargeted lift which does not address the requirements of the question. It therefore scores 0.



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### Examiner Tip

Inference questions are often signposted by the inclusion of words such as *wohl* or *wahrscheinlich*. In Question 9(g) the relevant information is highlighted by *vielleicht* in the text.

## Question 10

The translation forms an important part of the whole paper, being worth 12 marks out of a total of 64. It is therefore crucial that candidates allow themselves sufficient time to complete the task properly. A minimum of 15 minutes is recommended. The passage is sub-divided into 12 sections, each worth one mark. In order to gain the mark candidates must translate the main nouns, verbs and adjectives correctly although minor omissions are tolerated if they do not affect the essential meaning of the section. Translation is considered to be successful if an English speaker would understand the translation without having understood the text in the original language. Mis-spelling is tolerated as long as it does not lead to ambiguity.

This question produced the full range of marks. A few candidates appeared to have no idea what the text was about but made up some kind of story. However, these were the exception; most were able to cope with at least parts of the text and translate it into decent English. It was pleasing to see that the vast majority of candidates had been taught to translate rather than to summarise or to paraphrase.

Sentence 1 - The main obstacle here was the correct translation of *seit* with the present tense. Some candidates correctly used "for" but did not follow it with the perfect tense. A few candidates mistranslated *sechzig* as "six" or "sixteen", presumably because of a lack of care rather than a lack of knowledge of numbers. *Gleichgestellt* caused problems for a few but most understood it was to do with being equal.

Sentence 2 - The main difficulty here was to translate *noch immer nicht* and the majority omitted the word "still". Most correctly translated *Fall* as "case". *Arbeitsmarkt* was usually rendered in acceptable English.

Sentence 3 - *Trotz* caused some difficulties but most were able to express the idea of "despite". Many candidates changed the order of ideas e.g. by writing "Despite many women getting much better qualifications" instead of "Despite getting ... qualifications, women...". This made it difficult to fit in "who" in a sensible way with the result that some candidates missed out on that mark. There were some clumsy translations of *die den gleichen Posten wie Männer in Vollzeit besetzen*, sometimes referring to "full-time men"! Some candidates did not distinguish between the verbs *bekommen* and *verdienen* and translated them both in the same way. Predictably, *zwar* caused many difficulties and it was often omitted, although there were also some accurate translations. Sometimes *zweiundzwanzig* was used as the percentage of women instead of the amount they earn. There were various spellings of "colleagues", often appearing as "colleges" and *männlich* was sometimes translated as "manly". For some weaker candidates the section *und zwar ...Kollegen* was the only part that they could translate accurately.

Sentence 4 - Some candidates, who clearly understood the meaning of this sentence, found it difficult to translate into decent English and often used strange word order e.g. "So should women not only...". However, most were able to convey the message correctly. There were some interesting versions of "Day of Equal Pay", which were credited as long as they made sense in English.

10 Translate the following German article about working life into English.

Seit sechzig Jahren sind Frauen und Männer per Gesetz in Deutschland gleichgestellt. Doch auf dem Arbeitsmarkt scheint dies noch immer nicht der Fall zu sein.

Trotz viel besserer Schulabschlüsse bekommen Frauen, die den gleichen Posten wie Männer in Vollzeit besetzen, immer noch weniger Geld – und zwar verdienen Frauen in Deutschland rund zweiundzwanzig Prozent weniger als ihre männlichen Kollegen.

Deshalb sollten Frauen nicht nur am „Tag des gleichen Lohns“ für gerechte Bezahlung kämpfen.

Men and women in Germany have for 60 years been equal by law. However this still does not appear to be the case in the job market.

Women, despite much better secondary school leaving qualifications who occupy the same posts as men ~~still receive less money than~~ in fulltime, still receive less money around a twenty-two percent less than their male colleagues.

Women should therefore fight for <sup>fair</sup> ~~good~~ pay not only on the "Day of equal wages".



**ResultsPlus**  
Examiner Comments

Although the English is a little awkward in places this candidate has clearly understood the whole passage and has translated each section accurately. This script is therefore awarded full marks.

10 Translate the following German article about working life into English.

<sup>per</sup> Seit sechzig Jahren sind Frauen und Männer per Gesetz in Deutschland gleichgestellt. Doch auf dem Arbeitsmarkt scheint dies noch immer nicht der Fall zu sein.

Trotz viel besserer Schulabschlüsse bekommen Frauen, die den gleichen Posten wie Männer in Vollzeit besetzen, immer noch weniger Geld – und zwar verdienen Frauen in Deutschland rund zweiundzwanzig Prozent weniger als ihre männlichen Kollegen.

Deshalb sollten Frauen nicht nur am „Tag des gleichen Lohns“ für gerechte Bezahlung kämpfen.

Six years ago women and men were in Germany were paid the same salaries. Yet in the job market<sup>today,</sup> this ~~seems to~~ still seems to not be the case.

Despite women receiving better ~~end of school~~ end of school qualifications, the ones in the same <sup>full-time</sup> positions ~~and~~ as men ~~still~~ still earn less money – now ~~the numbers~~ women ~~earn 22% less money~~ in Germany earn 22% less money than their male colleagues.

Therefore women shouldn't only fight on "The Day of the day of equal pay" for ~~the~~ fair pay.



### ResultsPlus

#### Examiner Comments

This candidate had difficulties with the first sentence. *Sechzig* has been translated as "six" and *per Gesetz* assumed to mean salaries. The candidate has re-ordered phrases in the second paragraph, thereby omitting the relative pronoun in *Frauen, die* and forfeiting the mark for this section. S/he has translated both *bekommen* and *verdienen* as "earn". This is of course acceptable for *verdienen* but *bekommen* should be "get/receive". All other sections are translated acceptably. This candidate therefore scores 8 marks.



### ResultsPlus

#### Examiner Tip

After completing the translation, it is advisable to read through the English version without reference to the original text. If a sentence does not make sense or sounds wrong in English, it needs to be changed.

## Paper Summary

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

- Candidates should read all questions carefully, paying particular attention to the question words.
- When lifting material from the texts, candidates should be aware of the need to manipulate language in order to answer the specific question asked.
- Candidates should be aware that Q4b is a summary exercise and that it is therefore unnecessary to translate the whole dialogue into English.
- 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.
- There will probably be unknown words, or even whole sentences, in the translation. Candidates should translate the words they do know and then make a sensible guess at the unknowns from the context.

## Grade Boundaries

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

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