

Examiners' Report
June 2018

GCE German 9GN0 01

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June 2018

Publications Code 9GN0_01_1806_ER

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Introduction

This is the first examination of Paper 9GN0_01. In comparison to the legacy specification it is a new addition to test listening and reading comprehension extensively at this level and a translation from German into English has been also included for the first time.

This unit is designed to assess candidates' reading and listening comprehension and translation skills using a variety of authentic resources. Candidates are required to understand and convey their understanding accurately and have further opportunity to demonstrate their ability to translate accurately from German into English.

The content for the unit is drawn from four themes: *Gesellschaftliche Entwicklung in Deutschland*, *Politische und künstliche Kultur im deutschen Sprachraum*, *Immigration und die deutsche multukulturelle Gesellschaft* and *Die Wiedervereinigung Deutschlands*. Please refer to the specification for further information.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 7-8 minutes and are recorded onto CD (or are available for Centre download as an mp3 file). Tasks involve a multiple choice test, answering questions in the target language on a variety of extracts of varied length and summarising in German the main points of a passage. The total mark of this section is out of 30.

Section B is also out of 30 marks and assesses candidates' reading skills. There are five authentic texts in German with various degrees of difficulty. One of them is a literary text. Task types include a multiple choice task, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 20 marks and comprises a translation from German into English.

All questions on this paper are marked according to a points-based mark scheme which is updated at the standardisation meeting to take account of the full range of candidate responses. Certain marking principles are applied by examiners which teachers need to take into account when preparing candidates for this examination. The most important of these is **the order of elements rule**. Examiners assess responses in the order of elements given by the candidate and consider no more elements than the number of marks available.

Thus, in a 2 mark question, only the first two elements can score. However, repeating or paraphrasing the question or a preamble to an acceptable response do not count as elements in the response.

Overall there were some impressive performances by candidates who demonstrated a wide knowledge of vocabulary and an ability to answer questions manipulating language accurately at this level.

Question 2

Question 2 carries five 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. However, candidates need to remember that any such lifts must be targeted – indiscriminate transcription of what they have heard is not a guarantee of a mark. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. Full sentences are not required in this task but candidates should be aware that full and detailed information is needed. Examiners are asked to be lenient in regards to spelling however if a misspelt word becomes ambiguous or an English spelling is used, a mark is withheld.

The transcript was about the benefits and structure of integration courses offered to immigrants in Germany.

Overall the task was very accessible to candidates and most candidates coped well; with a number of candidates scoring full marks. Candidates attempted to use their own words for their answers frequently and some candidates were able to lift the correct sentence successfully.

In 2(a) the question was generally well answered and most candidates scored a mark. Some candidates simply lifted '*sich in die Gesellschaft zu integrieren*' and a mark was withheld in this case as some kind of manipulation is necessary to answer the question e.g. *Um, weil*.

In 2(b) most candidates gained at least one mark. Some candidates failed to specify the two different elements with many not elaborating on '*Orientierungskurs*'. A significant number of candidates focused on the difference in length of the two parts but many could not render '45' correctly.

Question 2(c) was accessible to most candidates with many scripts containing correct answers. Various mis-spellings of '*Einstufungstest*' were accepted as long as they were unambiguous.

Question 2(d) was generally well answered and most candidates were able to gain a mark. Incorrect spellings of '*festigen*' occurred and were tolerated however a number of candidates used '*befestigen*' which was rejected.

Hörtext 2 – Integrationskurse als Starthilfe

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

(a) Warum ist das Erlernen einer Sprache wichtig?

(1)

~~Bei~~ Das Erlernen einer Sprache hilft sich in der Gesellschaft zu

integrieren
(2)

0.26 (b) Wie unterscheiden sich die **zwei** Teile des Kurses?

< Sprachkurs
Orientierungskurs

Bei dem Sprachkurs lernen sie die Sprache.

Bei dem Orientierungskurs lernen die Teilnehmer über die Geschichte und Kultur Deutschlands

(c) Was müssen die Teilnehmer vor dem Kurs machen?

(1)

Einen Einstufungstest

(d) Warum sollte man danach weitere Fortbildungskurse besuchen?

(1)

Um die Sprachkenntnisse zu festigen ~~halten~~

(Total for Question 2 = 5 marks)

festigt

secure / keep = halten
festigen verbessern?



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Examiner Comments

This response scored full marks. All answers were straight to the point and precise.

Question 3

Question 3 requires candidates to respond in German to questions set in German and carries 9 marks. The recording featured a conversation among two friends about a recent visit to Cologne during *Weiberfastnacht*. Festivals and traditions is a topic where candidates feel quite confident, which was reflected in the performance.

In 3(a) candidates were able to gain a mark by offering the correct answer '*auf Geschäftsreise*'. Some candidates used their own words and wrote '*wegen der Arbeit*' which was certainly awarded as well.

Question 3(b) was generally well answered with most candidates pointing out '*einen Besuch/besuchen*' and gaining the mark. A few candidates thought that *Rheinmetropole* was a place in *Köln* that he wanted to visit or that he wanted to look round the cathedral and a mark was withheld. Some candidates lost the mark by saying '*er sollte nach Köln fahren*.'

Question 3(c) was more discriminating. There were various answers permissible in section 3(c) but marks were often lost by transcribing too unspecifically. Some common answers here were '*Es gab Ausnahmezustand*', which is too unspecific and '*Es gab kein Durchkommen*' which does not refer to any reason. This often prevented candidates from accessing both marks in particular as the order of element rule was applied. Many candidates successfully referred to the police closing the roads and gained a mark. Only a few candidates mentioned carnival and more able candidates made references to the amount of people on the streets and gained a mark.

Question 3(d) proved more discriminating with many candidates not understanding the question, ignoring '*vor allem*'. So a common incorrect answer given was '*eine als Polizistin verkleidete Frau*' or '*eine Polizistin verkleidete Frau*' which did not score.

3(e) was generally well answered and most candidates gained a mark.

3(f) was accessible to most candidates with many scripts containing correct answers although the English spelling of 'carnival' occurred at times and prevented them gaining the mark. Furthermore, on a number of occasions some candidates misread *warum* in the question and answered describing what the woman was wearing or doing.

In 3(g) candidates were able to score at least one mark and made reference to the idea of women taking over the town hall although some thought '*übernehmen*' was a separable verb; this however did not prevent them from gaining a mark. Many candidates were able to express the idea of taking the key from the mayor, but at times grammatical errors impeded the communication and thus resulted in no marks being awarded e.g. *die Frauen der/des Bürgermeister nehmen den Schlüssel ab*.

Von der Autobahn, die Türme des Kölnerdoms hat sich gezeigt, und er möchte nach Rheinland besuchen:
(c) Warum konnte man nur schlecht in die Innenstadt gelangen?
Geben Sie **zwei** Details. (2)

Es gab viele (für Karneval)
✓ Getrunzene Frauen, und Polizistin hat gekommen
Tausende Menschen haben ~~gel~~verkleideten.
~~Es gab kein Durchkommen.~~ (ein Krawatten abschnitten)



This response unfortunately scored no marks. The first element cannot be awarded due to the use of *getrunken*. Although examiners are advised to be lenient towards misspellings in listening tasks, if a word becomes ambiguous the mark cannot be awarded. The second element is incorrect and no further elements can be considered.



Candidates should ensure to carefully consider and select the information they note down as the order of elements rule is applied. In a two mark question only the first two elements are considered.

Question 4

Question 4 (a) (i-iv)

Question 4 (a) requires candidates to respond in German to questions set in German and carries 6 marks. The recording featured an interview about inclusion in Germany – its history, challenges and opinions on it.

In 4(a)(i) many candidates gained at least one mark. At times candidates did not express the idea of change sufficiently but made straight forward statements like *“Sie lernen in einer Regelschule mit anderen zusammen”*, which did not gain a mark.

Question 4(a)(ii) was accessible to many candidates and one mark was awarded. Many candidates managed an appropriate manipulation using *‘wegen’* rather than simply writing *“Artikel 24”*, which is positively noted.

In 4(a)(iii) almost all candidates were able to identify the relevant information and answered *“es bleibt umstritten”*. A number of candidates thought the reaction was positive and some candidates said it was in practice in most places thereby not answering the question.

Question 4(a)(iv) was accessible to candidates of all abilities and most candidates achieved both marks here. Marks were withheld here due to a lack of detail e.g. *“Es ist nicht klar, ob Inklusion angemessen ist”* and at times there was confusion between *“einrichten”* and *“anrichten”*, which is ambiguous

Question 4 (b) (i-ii)

This question requires candidates to summarise three main points from the dialogue, making sure to address all the bullet points. Candidates who try to transcribe the whole dialogue are penalising themselves as only the first point made for each bullet point will be credited using the order of elements rule. This is applied discreetly.

Candidates performed a lot better in 4 (b)(ii) than in 4 (b)(i). It is important to note that it is a summary task and candidates should give one summative statement to each bullet point.

Question 4(b)(i) discriminated well. Many candidates did not give enough information about the influence on teachers to make it clear that they worked in teams to support each other and not the pupils or support was not mentioned at all. Only very able candidates managed to sum up that lessons are more varied and most candidates gave individual examples of what might be used like *‘Bilder und Filme’*, which did not score a mark. Many candidates successfully described the effect on candidates with no special needs but some just transcribed *‘alle Kinder lernen von einander’* which did not gain the mark as it did not clearly refer to the bullet point.

Question 4 (b)(ii) was much more accessible to all candidates and many scored all 3 points. Some candidates who tended not to be targeted in their answers forfeited a mark by not being precise e.g. *‘Den Kindern mit Förderbedarf steht eine Begleitung durch Förderlehrer zu’* before mentioning there are too few teachers; thereby forfeiting the mark because of order of elements. Generally, some very strong candidates lost marks by giving too much preamble and not zeroing in on the bullet points.

This is a good example of how the summary task could be approached. The candidate sums up one sentence for each bullet point and answers them in order.

(b) Hören Sie, was Sozialpädagogen Herr Gruber und Frau Messinger über schulische Inklusion sagen. Antworten Sie **auf Deutsch**.

(i) Fassen Sie zusammen, was Herr Gruber über die folgenden Themen sagt:

- Einfluss auf Lehrer (1)
- Einfluss auf den Unterricht (1)
- Einfluss auf Kinder ohne Förderbedarf (1)

Herr Gruber sagt dass die Lehrer sich untereinander unterstützen und helfen um den Unterricht anschaulich für jeden erklären zu können, aber dass Kinder ohne Förderbedarf lernen mit sämtlichen Behinderungen umzugehen.

(ii) Fassen Sie zusammen, was Frau Messinger über die folgenden Themen sagt:

- Förderlehrer (1)
- Förderschulen (1)
- Schülerverhalten (1)

Frau Messinger sagt dass es zu wenige Förderlehrer gibt und auch dass viele Förderschulen geschlossen werden und dies dazu führt dass Schüler disziplin störungen haben.



4(b)(i) – This response was awarded two marks. The candidate described how teachers support each other and how children without learning difficulties can learn how to deal with different disabilities.

4(b)(ii) – This response gained all three marks as it gave all the necessary information in a clear and structured way.



Candidates should sum up one sentence for each bullet point only. Ideally, they are in the order provided in the task.

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 candidates were able to cross at least three correct sentences and a number scored full marks.

Question 7

Question 7 requires candidates to respond in German to questions set in German and carries 6 marks. Quality of language is not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. In this context, an inappropriate possessive adjective or personal pronoun impedes communication and a mark will be withheld for the first misuse. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

As in all previous series, targeted lifts were accepted. Targeted lifts mean that candidates do not have to answer using their own language and may rely on the language in the text when this is appropriate. However, candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This of course no longer constitutes a targeted lift and no marks can be gained in this instance. Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions.

In 7(a) a high level of success was achieved and many candidates managed to score both marks. A lack of appropriate qualification was almost always referred to and one of the other two options of the mark scheme was mentioned. A few candidates however failed to manipulate the answer and wrote '*Lehrer mit unzureichender Qualifikationen*' or '*Lehrer tiefroter Vergangenheit*', which rather answers the question who was dismissed not why they were dismissed. The spelling of '*Lehrer*' as '*Lehre*' was ambiguous.

Question 7(b) discriminated surprisingly well. Very few candidates got the correct answer and referred to letters. It could be that the question was not read carefully and the '*wie*' was missed or potentially the word "*Kündigung*" was not understood.

Question 7(c) discriminated well. The more able candidates made a reference to the courts having a lot of cases in the future and being busy. Many candidates focussed on the idea "*sie haben gerichtlichen Widerspruch eingelegt*" and not what the consequences of that would be. Quite a few candidates answered in the past tense which did not really answer the question and no mark was gained.

Question 7(d) proved to discriminate well. It was important to read the question carefully as it asked what they would like to avoid and '*vermeiden*' might have been misunderstood. Unfortunately, quite a few candidates answered with what students want e.g. a good A-level and studying in the west rather than what they want to avoid or with a mixture of the two. The most common successful answer was that parents would like to avoid further disruptions as stated in the text.

- 7 Lesen Sie diesen historischen Text über die Wende an den Schulen. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Zeit des Vergessens

Die Landesregierungen im Osten werden überall von den Kultusministerien aufgefordert, Lehrkräfte mit unzureichender Qualifikation oder ‚tiefroter‘ Vergangenheit zu entlassen. Hauptsächlich Pädagogen, die an den Schulen für die Stasi gespitzelt haben, sollen ihren Job verlieren.

Bislang haben die sächsischen Oberschulämter rund 3.000 Pädagogen die „beabsichtigte Kündigung“ mitgeteilt. Gut die Hälfte der Briefe ging an Lehrer, die in der Vergangenheit aktiv die Politik der SED unterstützt haben. Fast alle haben sofort gerichtlichen Widerspruch eingelegt. Sie versuchen nun vor den Anhörungskomitees, ihre Unschuld zu beweisen, sodass eine Welle an Prozessen auf die Gerichte zukommt.

Bei vielen Eltern und Schülern aber ist das Interesse an einer Aufarbeitung der Vergangenheit rapide gesunken. Die jungen Leute in den oberen Klassen wollten „vor allem ein gutes Abitur machen und dann im Westen studieren“, sagt Sigrid Löbel, 17, von der Leipziger Thomasschule. Dies wird von den Eltern unterstützt, die auch weitere Störungen vermeiden wollen. „Die Zeit des Vergessens hat begonnen.“

- (a) Warum werden Lehrkräfte im Osten entlassen? Geben Sie **zwei** Details.

(2)

Da sie ~~zu~~ unzureichender Qualifikationen haben oder sie haben ‚tiefroter‘

- (b) Wie haben die betroffenen Lehrer von der Kündigung erfahren?

(1)

Sie haben von den Stasi gespitzelt.

- (c) Welche Konsequenz werden die Entlassungen für die Justiz haben?

Das Interesse an einer Aufarbeitung der Vergangenheit ^{schnell} gesunken
~~Sie müssen ihren Job verlieren~~

- (d) Was wollen die älteren Schüler und Eltern vermeiden? Geben Sie **zwei** Details.

(2)

• Die Schüler wollen das Abitur machen und dann im Westen studieren und die Eltern ~~es~~ wollen weitere Störungen vermeiden.

(Total for Question 7 = 6 marks)



(a) – This response was awarded 1 mark. The first element was lifted from the text and correctly manipulated using 'da'. The second element was however incorrectly lifted as the candidate only writes part of the answer.

(b) – This response gained no marks as the answer is incorrect as it does not relate to the question asked.

(c) – Again, this response gained 0 marks and the answer does not relate to the question.

(d) – This answer was awarded no marks and illustrates well the order of element rule. The question asked what older students and parents would like to avoid. Therefore, stating what they would like does not provide a valid answer. The candidate should have made the inference from the text. As the first two elements are incorrect, the third element which would have scored a mark cannot be awarded.



Only write as many elements as marks awarded. Be aware that sometimes information needs to be manipulated from the text.

This is a good example of a candidate answering using their own words. The language is simple and correct. However, in two instances the responses did not refer to the questions. The candidate scored four marks in total.

- 7 Lesen Sie diesen historischen Text über die Wende an den Schulen. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Zeit des Vergessens

Die Landesregierungen im Osten werden überall von den Kultusministerien aufgefordert, Lehrkräfte mit unzureichender Qualifikation oder ‚tiefroter‘ Vergangenheit zu entlassen. Hauptsächlich Pädagogen, die an den Schulen für die Stasi gespitzelt haben, sollen ihren Job verlieren.

Bislang haben die sächsischen Oberschulämter rund 3.000 Pädagogen die „beabsichtigte Kündigung“ mitgeteilt. Gut die Hälfte der Briefe ging an Lehrer, die in der Vergangenheit aktiv die Politik der SED unterstützt haben. Fast alle haben sofort gerichtlichen Widerspruch eingelegt. Sie versuchen nun vor den Anhörungskomitees, ihre Unschuld zu beweisen, sodass eine Welle an Prozessen auf die Gerichte zukommt.

Bei vielen Eltern und Schülern aber ist das Interesse an einer Aufarbeitung der Vergangenheit rapide gesunken. Die jungen Leute in den oberen Klassen wollten „vor allem ein gutes Abitur machen und dann im Westen studieren“, sagt Sigrid Löbel, 17, von der Leipziger Thomasschule. Dies wird von den Eltern unterstützt, die auch weitere Störungen vermeiden wollen. „Die Zeit des Vergessens hat begonnen.“

- (a) Warum werden Lehrkräfte im Osten entlassen? Geben Sie **zwei** Details.

(2)

Sie haben eine unzureichende Qualifikation oder Sie haben an das Spitzeln für die Stasi teilgenommen.

- (b) Wie haben die betroffenen Lehrer von der Kündigung erfahren?

(1)

Sie protestierten die Entscheidung.

- (c) Welche Konsequenz werden die Entlassungen für die Justiz haben?

(1)

Es wird viele Prozessen geben.

- (d) Was wollen die älteren Schüler und Eltern vermeiden? Geben Sie **zwei** Details.

(2)

Die älteren Schüler wollen einfach ein gutes Abitur und die Eltern wollen mehr Störung vermeiden.



7(a) – This response gained both marks. The candidate communicated the information correctly in their own words.

7(b) – This response is incorrect. It seems that the question was misunderstood and the reaction of the teacher was described rather than the way they found out about their dismissal.

7(c) – This response was awarded one mark. The candidate answered the question straight to the point in their own words.

7(d) – This response gained one mark. The first phrase only states what the candidates wants not what they would like to avoid.



Candidates should read the questions carefully and ensure that the personal pronoun and the verb form used in the response are in line with the question.

Question 8

Overall this question differentiated well and many candidates managed to at least score half the marks available. The vocabulary was at times challenging. Targeted lifts were accepted where they answered the question, but the incidence of untargeted lifts was higher here than in other questions, perhaps reflecting some candidates' difficulties with the content of the text.

Question 8(a) proved accessible to most candidates and only a few candidates made no reference to the forest and lost out on the mark.

In 8(b) overall a number of candidates understood the idea that the land owners are working on the project, but some lifted the answer from the text without manipulation and did not gain the mark. A significant number of candidates however focussed their answer on the public attention the project gets, which did not answer the question.

In 8(c) many candidates scored at least one mark referring to keeping the forest healthy. A number of candidates gained the second mark by making reference to showing gratitude to forest workers, however some candidates' answers were too unspecific omitting the forest workers and losing out on the mark.

In 8(d) the majority of candidates gained this mark and made the correct reference.

Question 8(e) proved accessible to many candidates. A number of candidates referred however to a different practical experience, which did not score.

Question 8(f) differentiated well. Many candidates gained at least one mark here indicating that as many people as possible should be able to participate, and some candidates managed to include a high number of applications. This question illustrates the need to check how many marks are available for each question and give the corresponding amount of detail.

- 8 Lesen Sie den Text über ein Bergwaldprojekt in Österreich. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Anmeldung Bergwaldprojekte

Der Österreichische Alpenverein bietet mit dem „Bergwaldprojekt des Alpenvereins“ Freiwilligen eine Woche lang die Gelegenheit, verschiedenste Maßnahmen durchzuführen, welche die Stabilität und Vitalität des Bergwaldes verbessern. Dies geschieht in enger Zusammenarbeit mit den Waldbesitzern, Bauern und mit Fachleuten der Landesforstdienste. Dieses Umweltprojekt findet bei den Mitgliedern, aber auch in der Öffentlichkeit große Aufmerksamkeit.

Wir suchen Teilnehmer, die einen gesunden Wald erhalten wollen und sich bei den Waldarbeitern für ihren Einsatz und ihre Leistungen bedanken möchten. Wir brauchen Menschen, für die die Bergnatur mehr ist als Kulisse oder Sportplatz. Der Bergwald soll Begegnungsort für verschiedenste Menschen- und Interessengruppen werden. Seit 2003 werden auch Menschen mit besonderen Ansprüchen integriert.

Das Bergwaldprojekt verfolgt viele Ziele:

- konkrete Probleme im Bergwald durch praktische Arbeit beheben
- die Öffentlichkeit durch breite Berichterstattung für die jeweilige Problematik sensibilisieren
- durch Zusammenarbeit von Partnern und Betroffenen (z.B. Forstbehörden, Bergbauern, Grundbesitzern, Jägern) ein positives Verhältnis aufbauen
- den Teilnehmern eine praktische Erfahrung und einen tieferen Einblick in die ökologischen Zusammenhänge ermöglichen.

Unsere Umweltprojekte verfolgen auch das Ziel, möglichst viele Menschen für die Anliegen der Bergnatur zu gewinnen. Wir bitten um Ihr Verständnis, dass sich jede Person aufgrund der Anzahl der Bewerbungen nur zu maximal zwei unserer Projektwochen anmelden kann.

- (a) Was sollen die Projekte erreichen?

(1)

Die Stabilität und Vitalität des Bergwaldes verbessern.

- (b) Woher weiß man, dass das Projekt den Waldbesitzern wichtig ist?

(1)

Wenn es sagt dass die Projekte eine große ^{Öffentlichkeit} Aufmerksamkeit hat.

- (c) Warum nehmen die meisten Teilnehmer an diesem Projekt teil? Geben Sie **zwei** Details.

(2)

Weil ihnen Einsatz und ihre Leistungen bedankt werden möchten und sie brauchen Menschen für die die Bergnatur mehr ist als Kulisse oder Sportplatz.

(d) Wie kann man die Bevölkerung auf die Probleme aufmerksam machen?

(1)

Die Bevölkerung sensibilisiert mit die Probleme könnte

(e) Wie fördert das Projekt ein besseres Verständnis unter den Mitarbeitern?

(1)

Es ist eine praktische Erfahrung.

(f) Warum darf man nur zweimal teilnehmen? Geben Sie zwei Details.

(2)

Weil jede Person aufgrund der Anzahl der Bewerbungen nur zu maximal zwei unserer Projektwochen anmelden kann.

(Total for Question 8 = 8 marks)



8(a) – This answer is correct and one mark was awarded.

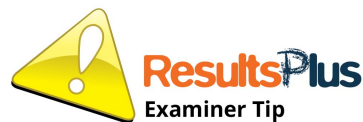
8(b) – Unfortunately this response does not answer the question and it does not consider the importance of the project for land owners specifically but focuses on the general importance. No mark was awarded.

8(c) – This response gained no marks. Although the candidate found the information in the text, the first part of the answer was not detailed enough as it did not state whom they would like to thank and did not communicate clearly. The second information again was manipulated incorrectly by writing *sie brauchen Menschen...* which then does not answer the question.

8(d) – The answer was awarded no marks as the key element, how you can get the attention, has not been answered.

8(e) – This response is incorrect and was awarded no marks. Apart from the wrong detail the question wording has not been considered when structuring the response.

8(f) – This answer is correct and was awarded one mark. The candidate has lifted the correct part of the text and manipulated it appropriately to answer the question using *weil*.



Read questions and your answers carefully and check that they are detailed and communicate unambiguously the required information.

Question 9

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

Question 9(a) was generally well answered and the majority of candidates gained at least one mark here. Most candidates expressed that lights went off but the reference to a power cut was less successfully made. Quite a few candidates used the fact that the hi-fi had been plugged in as one of their answers, which did not score and was lifted from the text.

In 9(b) most candidates gained at least one mark and many candidates scored 2. A few candidates however only scored one mark as they were using the same answer twice – *'Er löste Alarm aus'* and *'Er schrie Grenzalarm'*. Some candidates used a wrong subject pronoun and verb which failed to communicate unambiguously.

Question 9(c) discriminated well. A few candidates answered this correctly and gained a mark. The main incorrect answer was because of the alarm or the fireworks and some candidates simply lifted *'wo der Vollmond stand'* which did not answer the question.

In 9(d) whilst this was generally well answered, some candidates did state a reaction rather than an opinion, hence did not read the question carefully. Some candidates just lifted their reaction from the text and did not score marks.

Question 9(e) discriminated well. Although many candidates were able to lift from the text the idea they wanted to get something back using the Hoover, the particular part in the text did not mention the letter in the same phrase, thus many candidates did not score a mark. Stronger candidates were able to give the correct answer in their own words.

Question 9(f) proved taxing to many candidates although the mark scheme allowed a range of answers. Some candidates answered successfully using *'In ihrer Hektik wirkten sie wie Gangster'* or successfully used their own words, which is very commendable. Some candidates struggled to understand what this challenging part of the text said or if they did, they were unable to express the idea clearly enough.

- 9 Lesen Sie den Ausschnitt aus dem Roman *Am kürzeren Ende der Sonnenallee* von Thomas Brussig, der vom Leben in Ostberlin handelt. Beantworten Sie die folgenden Fragen **auf Deutsch**.

Zu dem Stromausfall kam es genau in dem Augenblick, als der Grenzer die komplizierte japanische Hi-Fi-Anlage an das ostdeutsche Stromnetz anschloss und das Licht im gesamten Wohngebiet und im Todesstreifen erlosch. Es wurde zappenduster. Der Grenzer, geübt in Verschwörungstheorien, durchschaute blitzartig, dass die japanische Hi-Fi-Anlage eine Art trojanisches Pferd war. Dass sie einzig und allein dazu dem Zoll in die Hände gespielt worden war, um einen Stromausfall zu verursachen. Und deshalb löste der Grenzer sofort Großalarm aus. „Grenzalarm!“ schrie er und schoss Leuchtmunition in den Berliner Himmel, wo der Vollmond stand, an dem es wohl lag, dass in jener Nacht alle in Berlin etwas aufgekratzter waren als sonst.

Als die erste Leuchtmunition in den Himmel geschossen wurde, stiegen Herr und Frau Kuppisch aufs Dach, um das Schauspiel besser verfolgen zu können. Sie legten die Arme umeinander und riefen: „Oh!“ und „Ah!“ Es war ein Feuerwerk, wie sie es noch nie gesehen hatten, weder zu Silvester oder zum Jahrestag der DDR noch zu irgendeinem Jugendfestival.

Natürlich war auch bei Micha und Wurschel Stromausfall. Der Staubsauger ging aus, ehe die beiden den Brief erwischt hatten, der versehentlich in den Grenzstreifen gefallen war, und den sie mit Hilfe des Staubsaugers zurückbekommen wollten. Als sie nun den langen Rüssel zurückzogen, wurden sie von DDR-Grenzsoldaten entdeckt. Das brennende Magnesium der Leuchtkugeln spendete ein gleißendes Licht und warf harte Schatten, die sich gleich mehrfach auf der Mauer abzeichneten. Und da die Luftkugeln stiegen und fielen, bewegten und verzerrten sich auch die Schatten von Micha und Wurschel und ihrer rätselhaften Konstruktion. In ihrer Hektik wirkten sie wie Gangster. Die Schatten stürzten ineinander oder trieben voneinander weg, rissen in alle Richtung aus, blähten sich auf und verschwanden plötzlich.

- (a) Was passierte beim Anschluss der japanischen Hi-Fi-Anlage?

Geben Sie **zwei** Details.

(2)

- Der Strom fällt in Ostdeutschland aus
- ~~Der Grenzer löst sofort Großalarm aus~~
- Kein Licht im gesamten Wohngebiet und Todesstreifen

- (b) Wie reagierte der Grenzer auf den Vorfall? Geben Sie **zwei** Details.

(2)

- Er löst sofort Großalarm aus
- Er schoss Leuchtmunition in den Berliner Himmel

- (c) Warum sind die Einwohner laut dem Text aktiver als sonst?

(1)

- ~~Es war ein riesiges Feuerwerk~~
- Da der Vollmond stand.

(d) Wie fanden Herr und Frau Kuppisch das ‚Feuerwerk‘?

(1)

Sie sahen wie die Leuchtmunition in den Himmel schoss.

(e) Was wollten Micha und Wuschel mit dem Staubsauger machen?

(1)

Sie wollten einen Brief aus den Grenzstreifen herausbringen.

(f) Wieso wurden Micha und Wurschel für Gangster gehalten?

(1)

Da sie hektische Bewegungen gemacht hatten und es mit dem Schreiben so ~~sehr~~ aussah.

(Total for Question 9 = 8 marks)



9(a) – The candidate scored both marks as the two answers from the mark scheme are referred to. The candidate uses bullet points to pinpoint the two details which gives clarity to the candidate and examiners.

9(b) – The candidate scores both marks and has successfully manipulated the information in the text. The personal pronoun was correctly used and two different reactions have been identified and communicated unambiguously.

9(c) – this response gains one mark. Again, the correct phrase in the text has been identified and lifted with the minimal required manipulation achieved. *Da* was used to make sure a reason is provided.

9(d) – No mark was awarded for this response.



Candidates should ensure they give as many details as there are marks awarded and should always check when lifting if language manipulation is required to answer the question.

Question 10

The translation forms an important part of the whole paper, being worth 20 marks out of a total of 80.

It is therefore crucial that candidates allow themselves sufficient time to complete the task properly.

A minimum of 20 minutes is recommended. The passage is sub-divided into 20 sections, each worth one mark. In order to gain the mark candidates must translate the main nouns, verbs and adjectives correctly. Translation is considered to be successful if an English speaker would understand the translation without having understood the text in the original language. Misspelling is tolerated as long as it does not lead to ambiguity.

This question produced the full range of marks. Weaker candidates were able to translate a few parts correctly and only a small minority appeared to struggle with the text as a whole; most candidates were able to cope with at least parts of the text and translate it into decent English. The vast majority of candidates had been taught to translate rather than to summarise or to paraphrase and produced a good translation of most parts.

Sentence 1 – The first sentence was divided into three sections (marks 1-3) and the main obstacle here was the correct translation of *mittlerweile* in the first part, which prevented many candidates from gaining this mark. Many candidates translated it as *in the meantime* or *meanwhile* which did not give the correct meaning. The most successful translation candidates produced was for the last part of the sentence, which a majority got right whereas in the second part the translation of *hoher Einwanderung* posed a problem for some candidates, who translated it either as *higher* or confused *immigration* with *migration*.

Sentence 2 – The second sentence consisted of four different marks to gain (marks 4-7). The main difficulty in the first part was the translation of *notwendig* as a number of candidates translated it as *important* or *noticeable*. For the second mark the omission of *hier* in the translation prevented candidates from gaining the mark and *immer weniger* was often translated as *always less*. The third mark was often awarded and most candidates translated it correctly frequently using *simultaneously* as an alternative. The fourth element was translated correctly apart from the occasional use of present tense and some difficulties with *Lebenserwartung*.

Sentence 3 – The third sentence consisted of three marks to gain (marks 8-10). The translation of *könnte es nicht genug ...geben* was difficult for some candidates and *Rentenkassen* in the next part caused some problems as well. The last part of this sentence was often successfully rendered into English and most candidates gained a mark here.

Sentence 4 – The fourth sentence was divided into three parts (marks 11-13). Overall candidates coped well with this sentence. The translation of *also* caused occasional problems as false friend in the first part and the verb *sinkt* in the last part was often translated as *sinks* which did not score marks. The mark awarded for *junge Menschen und Familien* was accessible to all candidates.

Sentence 5 – The fifth sentence was divided into two parts (marks 14 and 15). Quite a number of candidates struggled to render *einen Beitrag leisten* to acceptable English either not knowing the word contribution or using a wrong verb such as *provide* or *give*.

Sentence 6 – The sixth and final sentence was divided into five parts (marks 16-20) and most candidates gained a mark for the first part. The translation of *gelingen* posed a problem to some candidates, who had assumed it meant the opposite and translated it as *failed*. *Weiterhin* and *durchführen* caused difficulties for some candidates in the next part. The mark for *Weiterbildungs- und Integrationsprojekte* was accessible to most candidates only occasionally missing out *further* in

the translation. The final mark for the final part proved more challenging as the words *friedlich*, often translated as *happy* or *free*, and *harmonisch* translated as *harmonic*, were problematic. Furthermore, *Zusammenleben* proved difficult to render to acceptable English for some candidates.

10 Translate the following text about immigration into **English**:

(20)

Deutschland ist mittlerweile zu einem Land mit hoher Einwanderung geworden und jeder fünfte Deutsche hat einen Migrationshintergrund. Immigration ist in Deutschland besonders notwendig, da hier immer weniger Kinder geboren werden und gleichzeitig steigt die Lebenserwartung. In Zukunft könnte es nicht mehr genug Arbeitskräfte geben, die in die Rentenkassen einzahlen und den Erfolg der Wirtschaft unterstützen. Also kann Deutschland von der Einwanderung junger Menschen und Familien profitieren, da durch sie das Durchschnittsalter der Bevölkerung sinkt. Der Beitrag, den Immigranten zur Wirtschaft und Kultur leisten, ist unentbehrlich. Obwohl es viele Beispiele der gelungenen Integration gibt, ist es weiterhin wichtig, Weiterbildungs- und Integrationsprojekte durchzuführen, um ein friedliches und harmonisches Zusammenleben zu ermöglichen.

Over time, Germany has become a country with ^{a high level} ~~lots of~~ of immigration and every fifth German has a migrant background. Immigration is especially necessary in Germany because ~~there~~ ~~are~~ less and less children are being born here and life expectancy is increasing at the same time. In the future there could not be enough workers anymore who pay into the pension funds, and support the success of the economy. Therefore Germany can benefit from the immigration of young people and families ^{through them,} as the average age of the population ~~starts~~ decreases ~~through~~. The contribution that immigrants make to the economy and culture is indispensable. Although there are many examples of successful integration, it is still important to run further education and integration projects in order to make a peaceful and ~~harmonious~~ harmonious co-existence possible.



This is an example of a very strong performance and the candidate scored 18 marks overall. The candidate has demonstrated a sound knowledge of vocabulary and successfully chose the precise meaning of words. The tenses were all correctly applied to English e.g. *the life expectancy is increasing* and the English flows.

Deutschland ist mittlerweile zu einem Land mit hoher Einwanderung geworden und jeder fünfte Deutsche hat einen Migrationshintergrund. Immigration ist in Deutschland besonders notwendig, da hier immer weniger Kinder geboren werden und gleichzeitig steigt die Lebenserwartung. In Zukunft könnte es nicht mehr genug Arbeitskräfte geben, die in die Rentenkassen einzahlen und den Erfolg der Wirtschaft unterstützen. Also kann Deutschland von der Einwanderung junger Menschen und Familien profitieren, da durch sie das Durchschnittsalter der Bevölkerung sinkt. Der Beitrag, den Immigranten zur Wirtschaft und Kultur leisten, ist unentbehrlich. Obwohl es viele Beispiele der gelungenen Integration gibt, ist es weiterhin wichtig, Weiterbildungs- und Integrationsprojekte durchzuführen, um ein friedliches und harmonisches Zusammenleben zu ermöglichen.

Translation.

Germany has become one of those countries, that has many refugees and every fifth German has an immigration background.

Immigration in Germany is really necessary as less kids are given birth to and at the same time the expectations of life are being raised. In the future it might happen that not enough people ^{will} have a job so therefore, they won't be able to pay in the tax which is there to support the society.

That also means that Germany can profit from the immigration of young people as the age ratio will decrease.

The part that the immigrants pay back to the society and culture is unbearable.

Although there are many examples of positive ~~immigration~~ integration it is still important to carry on with education and start integration projects, in order to have a peaceful and easy to understand life with them.



This is an example of a translation that focuses rather on the gist of the original text thereby losing out on many marks by not being accurate enough. Here *immer weniger* was rendered to *less* instead of *less and less, besonders notwendig* to *really necessary*, also to *also* and *junger Menschen und Familien* to *young people* leaving out the family, an easy mark gained by candidates of all abilities. Many of these errors could have been avoided by translating closer to the text and ensuring that basic vocabulary and common false friends are known. The candidate managed to score 3 marks overall.



Candidates should proofread their translation carefully and ensure that all words from the original text are included, in particular little words that can change the meaning significantly.

It is then advisable to read through the English version again 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 check how many marks are available for each question and ensure they give the corresponding number of details.
- Candidates should read all questions carefully, paying particular attention to question words and key words in order to ensure comprehension.
- When lifting material from the texts, candidates should be aware of the need to manipulate language in order to answer the specific question asked. Lifting large chunks of the text should be avoided.
- Candidates should be aware that Q4(b) is a summary exercise and that it is therefore unnecessary to transcribe the whole dialogue.
- Candidates should be made aware of the order of elements rule.
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word for word from the original German text.
- Candidates should ensure that they have translated every word and have picked the precise meaning of the word. Giving two options for translating a word should be avoided.
- Candidates should ensure that their handwriting is readable.

Grade Boundaries

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<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

