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Mark Scheme (Results)

Summer 2018

GCE German (6GN04/01)

Unit 4: Research, Understanding
and Written Response

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General Marking Guidance

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

SECTION A: TRANSLATION

Question 1

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

Each section is worth 2 marks.

Section	English	Target Language	Acceptable alternatives
1	It was a sunny Thursday at the end of September . I was driving a new Mercedes along the Baltic coast near Stralsund .	Es war ein <i>sonniger</i> Donnerstag Ende September. Ich fuhr einen neuen Mercedes <i>in der Nähe</i> von Stralsund <i>die Ostseeküste entlang</i> .	<i>Habe ... gefahren an der Ostseeküste entlang entlang der Ostseeküste bei Stralsund</i>
2	Because it was warm , I was wearing an especially lovely floral summer dress, red sandals and a hat over my black hair .	Weil es warm <i>war</i> , <i>trug</i> ich ein <i>besonders schönes, geblümtes</i> Sommerkleid, rote Sandalen und einen Hut auf meinen schwarzen Haaren.	Da mit Blumenmotiv mit Blumen mit Blumenmuster über + accusative accept über + dative einen Hut auf den ... Haaren <i>der</i> meine schwarzen Haare bedeckte.
3	I was looking forward to a picnic by the sea with my companion .	Ich freute <i>mich auf</i> ein Picknick mit meinem <i>Gefährten am</i> Meer.	Accept various synonyms for companion an der See bei der See beim Meer

			<u>Do not accept am See</u>
4	I smiled . We appeared to be a happy couple on holiday .	Ich lächelte. <i>Allem Anschein nach</i> waren wir ein glückliches <i>(Liebes)paar im Urlaub</i> .	Wir <i>schienen... zu sein</i> <i>Es schien, als ob wir ... wären</i> Wir sahen aus wie... auf Urlaub
5	No one would have thought that we were former spies, hiding from the authorities.	Keiner <i>hätte gedacht</i> , dass wir <i>ehemalige Spione seien</i> , die sich <i>vor den Behörden versteckten</i> .	Niemand geahnt Ex- waren / wären sind versteckt hielten vor der Regierung

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

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

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

Each section will be awarded one of the marks shown.

Mark	Description
2	Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis including word order are generally accurate.
1	Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success.
0	Essential information is not conveyed due to errors in basic grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful.

Section B: Creative or Discursive Essay

Question 2

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

Creative Essay

Question Number	<i>Der Spaziergang im Wald entwickelte sich anders, als wir erwartet hatten. Erzählen Sie, was passiert ist!</i>
2(a)	Answer The response must be based on the image. Genre writing is acceptable, but the story should be plausible within the confines of the genre.
Mark (45)	

Question Number	<i>Mein Freund / meine Freundin war total in mich verliebt, aber wusste nicht einmal, wer ich eigentlich war. Bis heute... Erzählen Sie die Geschichte!</i>
2(b)	Answer The response should be a coherent story with a degree of suspense. It should relate to a relationship in which one person is not what they seem.
Mark (45)	

Question Number	<i>Filmfestival: Streit unter Promis überschattet Filmkunst! Schreiben Sie einen Zeitungsbericht über das Filmfestival!</i>
2(c)	Answer

	The answer should be a newspaper report about a film festival. It should refer to both celebrity quarrels and the films.
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Mark (45)

Discursive Essay

Question Number	<i>Toleranz ist die Basis jeder zivilisierten Gesellschaft. Inwieweit sind Sie dieser Meinung?</i>
2(d)	<p>Answer</p> <p>This relates to the topic area in the spec 'Customs, traditions, beliefs and religions'. Candidates could make reference to 'National and international events: past and future' or 'Literature and the arts' to inform their responses.</p> <p>Candidates might consider what is meant by tolerance, by civilised, by society, by civilisation (are all 'great' civilisations actually civilised?). A few might consider that our very definitions of what is civilised often lack tolerance. They might focus on 'every'.</p> <p>Candidates might focus on tolerance as religious tolerance, allowing others to worship freely, and to have their own beliefs and opinions. Or they might think of tolerance as accepting any kind of behaviour, however bad.</p> <p>They could argue that other values are the basis of civilised society, that many great civilisations are / were not tolerant, that tolerance is only possible in times of peace so it is a luxury rather than a foundation, or even that tolerance undermines a civilisation – for instance, tolerating terrorists and people who spread hatred.</p> <p>Alternatively, they could argue that without tolerance, we are not civilised, however well developed our society in other ways. They might argue that tolerance is not necessary to all civilised societies, but it is necessary for our society to be civilised.</p>
Mark (45)	

Question Number	<i>Europäische Zusammenarbeit ist heutzutage wichtiger als je zuvor. Was halten Sie davon?</i>
2(e)	Answer

	<p>This refers primarily to 'National and international events: past, present and future'. Candidates might refer to other topic areas in their responses.</p> <p>Candidates might consider what European cooperation might mean – ever closer integration, agreement between independent states, economic, social, military, political cooperation...</p> <p>Candidates could respond in the light of pressures being put on Europe by refugees and events in the wider world, in the light of global issues such as climate change, international crime, economic globalisation, changing geopolitics, or in the light of tensions within the European Union / European geographical area (UK referendum and consequences, resurgence of far-right political groups with popular appeal, Euro problems, Greece, north / south divide...), the death of the nation state...</p> <p>Candidates should in some way respond to 'today', possibly by comparison with the past.</p> <p>Candidates might argue that European cooperation is important in order to deal with the issues mentioned. Or they might argue that we have reached a stage where cooperation is impossible, and each state should fend for itself.</p>
Mark (45)	

Question Number	<i>Erwachsene sollten Jugendliche nicht vor der Welt schützen sondern, für die Welt ausbilden. Stimmen Sie zu?</i>
2(f)	<p>Answer</p> <p>This relates to 'Education and employment', but also to 'Customs, traditions, beliefs and religions' and to 'National and international events: past, present and future'.</p> <p>Candidates should focus on Jugendliche as adolescents or young people (not children) but they might discriminate between what is appropriate for older and younger members of the group.</p> <p>Candidates could consider what it means to protect young people from the world and what it means to educate and prepare them for the world. Some candidates may conclude that both are necessary – some candidates might see that over-protection constitutes under-preparation and discuss the</p>

	interesting areas in the grey zone – how do young people learn to deal with the world and protect themselves from danger if they have been too well protected?
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Mark (45)

Question Number	<i>Nur durch Kunst kann man wirklich menschlich werden. Inwiefern sind Sie auch dieser Meinung?</i>
2(g)	<p>Answer</p> <p>This refers primarily to, 'Literature and the arts'.</p> <p>Candidates might consider what art is – whether this is specifically two dimensional paintings or a much wider understanding of art as human creative endeavour. Candidates could consider menschlich as human and / or humane, and ask what it means to become human(e).</p> <p>Candidates could consider what it is about art that might make us especially human – they might focus on the human need to be creative, or on the special empathy that can come through artistic endeavour, for example.</p> <p>Alternatively, candidates might argue that one can be both fully human and fully humane without art eg a scientist or IT technician.</p>
Mark (45)	

Marking Criteria (Section B)

Mark	Range and application of language – Creative/discursive essay
0	No rewardable range and application of language.
1-2	Inadequate range of lexis and structures; very limited ability to
3-4	Restricted range of lexis and structures; limited ability to manipulate
5-6	An adequate range of lexis and structures; successful manipulation of language/attempts to handle complex structures not always
7-8	A wide range of appropriate lexis and structures; successful
9-10	Rich and complex language; very successful manipulation of language.

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

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

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

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

Question Number	Question
3 (a)	<i>Welche Rolle spielt Religion in der Stadt / Region, die Sie studiert haben? Inwieweit sind Menschen aller Glaubensrichtungen in der Stadt / Region gut integriert?</i>
	<p>Suggested Answer</p> <p>Candidates should discuss the role of religion specifically on this region. This could be the ongoing role of the church, different Christian denominations, other religions. It could focus on charitable work, regular attendance at church / mosque / temple etc., the role of religion in forming opinions, any political role of religion, any economic roles (eg Kirchensteuer). It could also focus on any possible difficulties arising from religion and religious issues – there are a wide variety of possibilities. Some might be relating to certain Catholic priests, certain religious commandments (eg the Catholic prohibition of condoms leading to single mothers). Alternatively, these might be differences between religions.</p>
	Mark (45)

Question Number	Question
3 (b)	<i>Was war wohl der wichtigste Konflikt in dem Zeitraum, den Sie studiert haben? Warum war dieser Konflikt so wichtig für das Land?</i>
	<p>Suggested Answer</p> <p>Candidates should discuss a significant conflict in their period and explore and evaluate the importance of the conflict for the country.</p> <p>For example, students could discuss a major armed conflict such as the Second World War. Equally, candidates might discuss a more internal conflict such as between political leaders and dissidents in East Germany. Social, religious or political conflicts would also be possible – candidates might discuss Rosa Luxemburg, Luther, Stresemann, Bismarck...</p>

	Mark (45)
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Question Number	Question
3 (c)	<i>Inwiefern ist die Kultur in der modernen deutschsprachigen Gesellschaft verloren gegangen? Wie wichtig sind die Veränderungen?</i>
	<p>Suggested Answer</p> <p>Candidates should discuss whether culture in modern German-speaking society has disappeared.</p> <p>Candidates may talk about globalising influences minimising German language and traditions. They may discuss the state of the arts and music in Germany. They may consider that culture has changed, but is still alive and kicking – examples might include modern German-speaking cinema, slam poetry, the revival of German language music...</p>
Mark (45)	

Question Number	Question
3 (d)	<i>Was ist wichtiger in dem Werk, das Sie studiert haben – die Charaktere oder der soziale und kulturelle Hintergrund? Begründen Sie Ihre Antwort.</i>
	<p>Suggested Answer</p> <p>Candidates can choose freely whether they think that characters or the social and cultural background of the work they have studied is more important. They might even answer that both are equally important. They must justify their answer with reference to the work.</p> <p>For example, many candidates might discuss whether <i>Das Leben der Anderen</i> is, as von Donnersmark claims, really about people in extreme situations? Could it have taken place in any other cultural setting? Or does it, as some claim, almost trivialise the cultural setting by the speed and the unlikelihood of Wiesler’s transformation?</p> <p>Others might argue that <i>Die Welle</i> is almost entirely about the cultural setting, demonstrating that totalitarianism could happen here, now. The characters themselves could be seen as almost secondary, cardboard cutouts of real people with little depth or nuance – the second rate teacher with an inferiority complex, the bully boys, the insecure</p>

boy who wants to be loved, the girl who thinks it through and decides for herself, annoying everyone else in the process of being right...

Candidates looking at Besuch might argue that the characters are more important – after all, it is set only in 'the present'. It is certainly true that the interaction between the characters, their weaknesses and their desperation allow the plot to succeed. Claire is clearly a dominant character, and there is much room for discussion of her. On the other hand, even though there is no named cultural setting, the background of hypocrisy, economic distress against a background of wider prosperity, materialism and dubious moral values is vital – and actually rather specifically described. It could be set in one of Germany's shrinking cities, in Detroit, in the former industrial heartland of northern England.

Mark (45)

MARKING CRITERIA (Section C)

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

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

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

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

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

4. Word Count

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

NOTE: Research-Based Essay

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

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