

Mark Scheme (Results)

Summer 2013

GCE German (6GN04/01)

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Publications Code UA036067*

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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

	English	German	Acceptable Answers	Reject
1	Last February	Letzten Februar	Vorigen vergangenen Feber (Austrian)	
2	I spent	verbrachte ich habe ich ... verbracht		
3	a month	einen Monat		
4	at school in Vienna	in der Schule in Wien	an auf einer	Vienna
5	The lessons were usually	Der Unterricht war gewöhnlich	Die Stunden waren Normalerweise In der Regel	
6	quite interesting	ziemlich interessant	ganz recht	
7	although I could	obwohl ich konnte	obgleich auch wenn habekönnen	
8	not always understand	nicht immer verstehen		
9	the teacher	den Lehrer	nicht immer den Lehrer verstehen	
10	The Austrians speak	Die Österreicher sprechen	reden	
11	with a strong accent	mit einem starken Akzent	heftigen	
12	I would have gone	Ich wäre.....gegangen	Ich würdegegangen sein	
13	to the cinema	ins Kino	in das Kino	
14	more often	häufiger	öfter 14 before 13. If one or both elements correct but not in correct order, 1 mark	öfters
15	but I didn't have	aber ich hatte nicht	aber ich habe nichtgehabt	
16	enough time	genug Zeit	genügend ausreichend	
17	That would have improved	Das hätte ...verbessert	würde verbessert haben	
18	certainly	sicherlich	bestimmt gewiss sicher zweifellos natürlich durchaus	
19	my German	mein Deutsch	meine Deutschkenntnisse	
20	As the city	Da die Stadt	Weil Großstadt	als
21	is	liegt	Ist sichbefindet	
22	close to	in der Nähe	nahe or nahe an + DAT unweit	nicht weit

23	the mountains	der Berge	von den Bergen	
24	I was able	konnte ich	habe ichkönnen war es mir möglich	
25	to go ski-ing	Ski or Schi fahren (gehen)	Ski or Schi laufen	skifahren
26	at the weekend	am Wochenende	26 before 25. If one or both elements correct but not in correct order, 1 mark	über das Wochenende
27	I hope	Ich hoffe		
28	to visit Austria	Österreich zu besuchen	Österreich may come before in der Zukunft or before mit meinen Eltern	
29	in the future	in der Zukunft		
30	with my parents	mit meinen Eltern	30 before 29. If one or both elements correct but not in correct order, 1 mark	

Spelling errors and omission of essential accents will render a section incorrect.
Apart from umlauts, ignore punctuation errors.

30 marks divided by 3

Question 2

Question Number	Answer	Mark
2(a)	The image depicts three people presumably pausing during a walk in the hills. Some sort of plausible story involving all of these characters would be expected. The relationship between the characters could be exploited and the events of the walk could be expanded.	(45)

Question Number	Answer	Mark
2(b)	This should be a continuation to the story. The narrator may be on holiday or at home. The consequences of the flood need to be exploited but sensibly. Any reasonable creative story is relevant.	(45)

Question Number	Answer	Mark
2(c)	Candidates should structure the newspaper report with the appropriate style. They should be sure to include references to the babies and how they have affected the lives of the various family members. The age of the children is relevant - they cannot be behaving like six year old children for example and their development should be in line with their age. They should speculate on the effects of having four babies.	(45)

Question Number	Answer	Mark
2(d)	Candidates must present a balanced argument both for and against the idea that youngsters today show less respect than in the past. They could consider the anti social behaviour often in the news as well as the charity work and other help youngsters offer the older generation. They could use personal examples.	(45)

Question Number	Answer	Mark
2(e)	Candidates should present a balanced argument about the pros and cons of the so called budget airlines. They could balance the argument that they have allowed us to travel more freely against the negative effect on the environment..	(45)

Question Number	Answer	Mark
2(f)	Candidates should outline the reasons why a republic or a monarchy is the better form of government. They could argue that a monarchy is expensive and less democratic and balance that argument against the importance of the monarchy for Britain's history and heritage.(Or another country with a monarchy of course)	(45)

Question Number	Answer	Mark
2(g)	Candidates should present a balanced argument about whether modern pop stars from programmes like The X Factor are really talented or just manufactured. They could give examples to justify their opinions.	(45)

Discursive Essay or Creative Writing Assessment Grids

Mark	AO2: Understanding and Response: Creative Writing
0	No rewardable understanding or response
1 - 3	Largely irrelevant. Minimal use of stimulus
4 - 6	Some relevant points made. Unimaginative use of stimulus
7 - 9	Satisfactory understanding of question and response to stimulus
10 - 12	Good to very good understanding of question and response to stimulus
13 - 15	Very Good to excellent understanding of question and imaginative response to stimulus

Mark	AO2: Understanding and Response: Discursive Essay
0	No rewardable understanding or response
1 - 3	Minimal understanding of question or relevant discussion
4 - 6	Limited understanding of question
7 - 9	Satisfactory understanding of question. Some implications of questions addressed
10 - 12	Good to very good understanding of question. Main implications of question addressed
13 - 15	Very Good to excellent understanding of question. Implications of question fully grasped

Mark	AO2: Organisation and development
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

Mark	AO3: Range and application of language
0	No rewardable range and application of language
1 - 2	Inadequate range of lexis and structures. Very limited ability to manipulate
3 - 4	Restricted range of lexis and structures. Limited ability to manipulate language
5 - 6	An adequate range of lexis and structures. Successful manipulation of language/attempts to handle complex structures not always successful
7 - 8	A wide range of appropriate lexis and structures. Successful manipulation of language
9 - 10	Rich and complex language. Very successful manipulation of language

Mark	AO3: Accuracy of the target language
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

Question Number	Answer	Mark
3(a)	There is quite a lot of scope in this question although it will be difficult to answer without some obvious research. Examples of some of the people who may be referred to would be architects, politicians, engineers and even celebrities. As an example Berlin, candidates could write about the architecture of Schinkel developing the city as a Weltstadt or the modern Berlin as developed by Sir Norman Foster or Daniel Libeskind. They could write about how the likes of Klaus Wowereit have promoted the city or even how the 1930s architecture of the likes of Albert Speer changed the city. If a candidate has chosen an in depth study of Berlin I would expect them to know about these people and of course key people are mentioned as part of the specification. They could talk about tourism developing because of important people, such as Mozart in Salzburg or Vienna or various royals in Munich, Potsdam or Vienna. They could also write about how certain decisions made by local politicians have affected the development of the area. It will be fine to write about a number of different people but obvious research must be evident.	(45)

Question Number	Answer	Mark
3(b)	It is important that the second part of the question is addressed fully. Obvious years which may well be chosen would be 1989, 1961, 1953, 1949, 1945, 1939, 1933, 1918, 1914, 1871, 1848. There are of course numerous other possibilities. The candidates must explain fully what happened in this year or years and why it was important, giving examples to back up points made and preferably with quotations from important people from the period.	(45)

Question Number	Answer	Mark
3(c)	There are numerous possibilities here but the obvious one will be how Germany has become a multi cultural society. They may mention for example the fact that Germany's sportsmen and women are often from a different cultural background. Many German cities, such as Berlin and Hamburg, are now almost as multicultural as London or Paris. Perhaps mention immigration from African countries or more obviously eastern Europe, the Russendeutschen. Cultural changes in music. Linguistic changes, the greater influence of English, Denglisch.	(45)

Question Number	Answer	Mark
3(d)	This should be a question giving many possibilities. Examples would of course be Vergangenheitsbewältigung in Der Vorleser, Geldgier in Der Besuch der alten Dame, time in Lola Rennt or indoctrination in Die Welle or Das Leben der Anderen. Candidates must make sure that they don't relate the plot here. The most important thing is to explain what the author, playwright or director wants to tell us.	(45)

Remember that candidates cannot gain more than 12 for Reading, Research and Understanding if there is no evaluation shown.

Question Number	Question	Marks
3	This is for the research-based essay.	45

Mark	AO2: Reading Research and Understanding
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 and research
25 - 30	Very good to excellent understanding . Clear evidence of extensive and in depth reading and research

Mark	AO2: Organisation and development
0	No rewardable organisation and development
1 - 2	Limited organisation and development. Structure almost wholly lacking in coherence
3 - 4	Some organisation and development. May be rambling and/or repetitive
5 - 6	Adequate organisation and development of material. Development patchy and/or unambiguous
7 - 8	Good organisation and development. Material well planned and sequenced with minor lapses
9	Very good organisation and development. Material very effectively marshalled and developed within a carefully planned framework

Mark	AO3: Quality of Language
0	No rewardable language
1	Very basic level of communication. Language often breaks down because of lack of linguistic knowledge and/or ability to use structures. Very inaccurate
2	Some communication achieved on a basic level but often lacks comprehensibility. Limited linguistic range; basic sentence construction. Register often inappropriate
3 - 4	Satisfactory communication. Inaccurate language occasionally impedes comprehensibility. Fair range of appropriate lexis. Structures often well handled
5	Good communication. Errors rarely impede comprehensibility. Language mainly accurate and appropriate. Good range of lexis and structures. Good handling of complex structures and use of idioms
6	Very good communication. Language almost always fluent, varied and appropriate. Wide range of lexis and structures. High level of accuracy

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Order Code UA036067 Summer 2013

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