

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE
in German (6GN04/01) Paper 4

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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 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	" Where should we go on holiday this year? " asked Sabine.	„ <i>Wohin</i> sollen wir <i>dieses Jahr</i> auf Urlaub fahren?“ <i>fragte</i> Sabine.	Sollten <i>In den</i> <i>In die</i> <i>in</i> Verreisen hinreisen in den Ferien wo... Urlaub Machen hat ... gefragt gehen
2	Thomas thought they could go to Italy .	Thomas <i>dachte</i> , sie <i>könnten</i> nach Italien fahren	Thomas hat gemeint, Thomas meinte, Thomas hat gedacht, dass sie ... fahren <i>könnten</i>
3	„ If we went to the Italian coast , we could visit beautiful old towns and enjoy lots of delicious food “, he replied .	„Wenn wir <i>an die</i> italienische Küste <i>führen</i> , <i>könnten</i> wir schöne alte Städte <i>besuchen</i> und viel leckeres Essen <i>genießen</i> “, antwortete er.	fahren würden, zur italienischen Küste, besichtigen, hübsche, malerische, ausgezeichnetes, hervorragendes, super, geschmackvolles, köstliches, hat...geantworte. erwiderte. hat...erwidert. die Speisen
4	However, his wife said it was too expensive and southern Germany would certainly be much better .	Jedoch seine Frau sagte, es <i>sei</i> zu teuer und Süddeutschland <i>wäre</i> bestimmt viel besser.	Aber dass es zu teuer <i>sei</i> , der Süden Deutschlands, von Deutschland, <i>würde ...sein</i> . sicher, sicherlich, zweifellos
5	As she wanted to get to know the small town where her grandfather was born , they decided to go there at the end of the month.	<i>Da</i> sie die kleine Stadt <i>kennen lernen wollte</i> , wo ihr Großvater geboren ist/wurde/war, beschlossen sie, am Ende <i>des Monats dorthin</i> zu fahren.	Opa, Großvati, auf die Welt kam, gekommen ist entschieden, haben ... entschieden, entschlossen (sich), dahin

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	Answer
2(a)	Ein tolles Freiluftkonzert! Erzählen Sie darüber, was an diesem Abend passiert ist. The answer should be a coherent story with a degree of suspense and interest concerning a visit to an open air concert. The idea of it being 'toll' should be made clear. Spiked drinks and hospital visits generally do not come into the category of 'toll'.
Mark (45)	

Question Number	Answer
2(b)	Wir fahren die Autobahn entlang, als ich es plötzlich vor mir sah! Erzählen Sie weiter! The answer should be a coherent story with a degree of suspense about something the writer has seen in front of him or her whilst driving down the motorway. Genre writing is acceptable but it should be plausible within the limits of the genre, and should be written in an appropriate register. It could be an accident on the motorway, a police chase, something like a plane crash which they see happen, the approach of a tornado, something happening on a bridge etc. Dreams are generally ineffective ways to justify incoherent storytelling.
Mark (45)	

Question Number	Answer
2(c)	STRASSBURG Am Wochenende protestierten viele Leute vor dem Europaparlament. Schreiben Sie einen Zeitungsbericht über diesen Protest! The answer should be a newspaper report about a protest. The focus of the protest should be specified but it could be anything believable. It could include interviews with the protesters as well as discussing the pros and cons both of the protest and the topic.
Mark (45)	

Discursive Essay

Question Number	Answer
2(d)	„Die Promi-Kultur gibt jungen Menschen eine falsche Hoffnung auf Erfolg.“ Inwiefern sind Sie dieser Meinung? The answer should consider arguments and issues on whether or not celebrity culture gives young people false hope for the future. It might include how far they're influenced by the apparent success of famous stars, whether or not talent shows make young people think they can be just as successful without having to work hard, or whether if you are naturally talented you will succeed whatever. It could be pop stars, sports stars etc. The essay does not necessarily have to show a

	balance between the two sides of the issue.
Mark (45)	

Question Number	Answer
2(e)	<p>Dank Online-Shopping brauchen wir keine großen Einkaufszentren mehr. Sind Sie auch dieser Meinung?</p> <p>The answer should consider arguments and ideas on whether online shopping can replace large shopping centres. This can include the pros and cons of online shopping, but should remain focused on their effect on our need for shopping centres. Does the convenience of online shopping mean that we do not need physical shopping centres, or do we still need them for entertainment, employment and 'try before you buy'? Environmental issues can be relevant, but candidates will need to make an effort to relate them to the 'need' for shopping centres.</p> <p>Different interpretations are acceptable – candidates may either discuss whether we need shopping centres at all, or whether we need to build any more.</p> <p>The essay does not necessarily have to show a balance between the two sides of the issue.</p>
Mark (45)	

Question Number	Answer
2(f)	<p>Immigration ist nur positiv für das Einwanderungsland. Inwiefern sind Sie auch dieser Meinung?</p> <p>The answer should consider arguments and ideas relating to whether immigration is only positive. This could be interpreted as being positive for the host country and not for any other country (such as the country of origin), or being entirely positive for the host country. Candidates might reasonably consider economic, cultural and social issues.</p> <p>The essay does not necessarily have to show a balance between the two sides of the issue.</p>
Mark (45)	

Question Number	Answer
2(g)	<p>Gefängnisstrafen: je länger, desto besser! Ist das immer der Fall, glauben Sie?</p> <p>The answer should consider arguments and ideas relating to whether lengthy prison sentences are always better. Does a lengthy sentence mean the prisoner is less likely to reoffend than a shorter sentence? Do the benefits of keeping offenders out of society for longer outweigh the costs of funding longer sentences? Do victims' desires for vengeance in terms of longer sentences outweigh prisoners' human rights and the arguments for rehabilitation? Are there some circumstances in which longer sentences are better, but other circumstances in which shorter sentences, community service or other forms of rehabilitation are more effective or desirable?</p> <p>Candidates should not merely discuss the pros and cons of prison sentences. Discussion of the death penalty should be limited to a brief mention of this as an alternative to a long sentence – a whole essay on the death penalty is inappropriate here.</p>

	The essay does not necessarily have to show a balance between the two sides of the issue.
Mark (45)	

Marking Criteria (Section B)

Mark	Range and application of language — Creative/discursive essay (AO3)
0	No rewardable range and application of language.
1–2	Inadequate range of lexis and structures; very limited ability to manipulate language.
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	Accuracy of the target language — Creative/discursive essay (AO3)
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 response to stimulus.

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 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	Organisation and development — Creative/discursive essay (AO2)
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.

Section C: Research Based Essay

Questions and expected responses

Question Number	Question
3 (a)	Suggested Answer
	<p>Was für soziale Probleme gibt es in der Region/Stadt, die Sie studiert haben? Wie erfolgreich sind Versuche, diese Probleme zu lösen?</p> <p>Answers should focus on social problems AND how effective attempts to solve them have been.</p> <p>Problems discussed could include social integration, homelessness, unemployment, education etc. As an example, Berlin. The essay may discuss the need for integration of the many nationalities present in Berlin and how effective various measures are in achieving this. This may include further problems caused by attempts to solve the original problem, such as the way the city is encouraging more homes for refugees which is causing some problems with the locals especially in areas like Hellersdorf.</p>
Mark (45)	

Question Number	Question
3 (b)	Suggested Answer
	<p>In dem Zeitraum der Geschichte, den Sie studiert haben, welche Person hatte wohl den größten Einfluss auf das Leben der Menschen? Begründen Sie Ihre Antwort!</p> <p>Responses should justify the choice of 'the most' influential person.</p> <p>Candidates should pick a genuinely influential real historical person in a German speaking country or region. This person should generally be German-speaking, but it is reasonable to argue that Krushchev or Gorbachev had the greatest influence on the DDR in their respective eras, so long as the argument is focused on the effects on Germany and German-speaking communities.</p> <p>Other reasonable political figures include: Bismarck, Hitler, Kaiser Wilhelm II, Willy Brandt, Stresemann, Walther Ulbricht, Erich Honecker... Kohl is acceptable if the essay relates to pre-1990, not if it focuses on post 1990.</p> <p>Cultural figures are acceptable, but the case for them being the 'most' influential is harder to make.</p> <p>Fictional figures from films, plays or novels are not acceptable.</p>
Mark (45)	

Question Number	Question
3 (c)	Suggested Answer
	<p>Welche wichtigen politischen Entwicklungen hat es in den letzten 25 Jahren in Ihrem gewählten Land gegeben? Wie haben diese Entwicklungen das Leben der Menschen in diesem Land beeinflusst?</p> <p>Candidates should focus responses on the effects of political developments on people's lives.</p>

	In Germany this could be political changes since reunification which should give candidates plenty of scope. It could also be political changes since the Merkel era began as well as the many political changes in German foreign policy and intervention in other countries such as Afghanistan. The development of immigration policies and the rise of PEGIDA is a reasonable line of response. The Swiss have many Volksentscheide which may well give scope for a response.
Mark (45)	

Question Number	Question
3 (d)	Suggested Answer
	<p>Beschreiben Sie den kulturellen Hintergrund in dem von Ihnen gewählten Werk. Inwiefern ist dieser Hintergrund wichtig für das ganze Werk?</p> <p>Candidates need to consider the importance of the cultural background to the work as well as describing it. The cultural background may be pivotal to the work, but it is acceptable to argue that the cultural background is unimportant, or less important than other aspects, so long as this is justified.</p> <p>Cultural background is widely interpreted to cover artistic, socio-political, and ideological aspects of the work's background, Zeitgeist, Weltanschauung, everyday culture and other influences. It is acceptable to interpret 'cultural background' as external to the work, such as Brecht's Marxist beliefs, the philosophical background of the Aufklärung or social realism in the DDR. It is also acceptable to interpret 'cultural background' as internal to the work, and consider, for example, the economic decline, social morals, hurt pride and greed of Güllen in <i>Besuch</i>. Candidates may also consider the relationship between external and internal cultural background.</p> <p>For instance, the cultural background of the regime change is fundamental to the plot of <i>Goodbye Lenin</i>; <i>Das Leben der Anderen</i> is based on the dual culture of artistic rebellion and political repression of those rebellious ideas, <i>Der Besuch</i> could happen anywhere so in that sense the specific cultural background is less important than the concepts of money and justice, but the socio-political background of declining wealth and importance combined with growing consumerism make the plot possible... Candidates might write about the relationship between German collective guilt and <i>Der Besuch</i> / <i>Das Experiment</i> / <i>Die Welle</i>, but they might also mention that the point of these films is that such events could happen anywhere, so the specific cultural background is less important. Anything written by Brecht is influenced by his Marxist ideology and the artistic-cultural background of the time, but simultaneously divorced from contemporary (mid 20th century) cultural backgrounds in the interests of alienation. There is room for some interesting reflections on the ideological relationship between art, morality and action in <i>Sophie Scholl</i>, and for the politico-cultural background of die Weiße Rose and resistance to the Nazis.</p> <p>Writing an essay about themes and calling these themes 'cultural background' is not an effective strategy.</p>
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 and research.
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 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 ambiguous.
7–8	Good organisation and development; material well planned and sequenced with minor
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 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.

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 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.

Unit 4 – Online Marking Annotations

The following annotations will be applied by examiners to the marking of candidates' responses for the essays in both Section B and Section C.

Content related:

IR = irrelevant or rubric misunderstood

GO = good organisation

PO = poor organization

HD = highly developed

LD = poor or limited development

L = length; i.e. the essay is too long;

Language Related:

BE = basic errors

ME = major errors

GR = good range/attempting complex structures

LR = limited range

CSA = complex structure attempted

CSS = complex structure successful

VA = very accurate