

Examiners' Report  
January 2012

GCE German 6GN02 01

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January 2012

Publications Code US030535

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## Introduction

This unit requires candidates to understand and convey their understanding of German language recordings and texts. In addition, candidates produce a piece of continuous writing in which they can demonstrate their ability to manipulate German. The content for the unit is drawn from the four general topic areas (and definitive list of linked subtopics) listed on page 30 of the specification. The overall time allocation for this unit is 2 hours 30 minutes.

Section A is out of 20 marks and assesses candidates' listening skills. There are four extracts which last around 5 – 6 minutes and which are recorded onto CD (or are available for centre download as an mp3 file up to one hour prior to the exam start time). Candidates have individual control of the listening material and must complete Section A within the first 45 minutes of the examination.

Section B is also out of 20 marks and assesses candidates' reading skills. There are three authentic texts in German each followed by a different task type. Candidates are free to complete this section immediately after Section A or they may choose to complete Section C first and come back to this section later in the examination.

Section C is out of 30 marks and assesses candidates' writing skills. Candidates are required to write 200-220 words. Examples of the form this may take include an email, a letter or an article in German based on a short German-language stimulus. A number of linked bullet points define the content. Candidates are free to answer this question after the listening and before the reading sections if that suits them better.

Candidates should be aware that examiners assess responses in Q4, Q6 and Q7 in the order that elements are presented by candidates. They consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements of the answer can score. Repeating or re-working the question or preambles to an acceptable response do not count as elements in the response. In addition, credit is not withheld for irrelevant additions to a correct answer, but incorrect additions which negate a correct answer will result in candidates losing the mark for a correct answer.

## Question 2

Question 2 requires candidates to select the four correct statements in German from a list of eight. Thus, there are four marks available for this question.

In cases where candidates crossed more than four statements, one mark was withheld for each cross offered in excess of four. Thus, six crosses, including four correct ones, would attract two marks in total.

Candidates understood the requirements of this question type this series and most found it accessible, with only a few struggling to identify the correct answers.

## Question 3 (a)

Question 3 is a summary with gap fill in German and is worth 4 marks. Candidates are provided with a pool of answers from which they must select the correct words to complete the sentences of the summary.

If the response selected was not transcribed entirely correctly, but could not be confused with another word in the pool, it earned the mark.

The majority of candidates were able to score full marks here although some added extraneous words not taken from the word box such as (a) *kühle Luft*. Candidates should be advised to limit themselves to words from the box. Whilst this is not a test of language, it is undoubtedly the case that a sound knowledge of grammar helps to narrow the possibilities for each gap. Students should also be alert to the fact that each correct word has a 'distractor', so they should work out these pairs first as this will considerably narrow the choice.

## Question 4

Question 4 carries eight 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. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. A mark is withheld only for the first misuse of tense.

Full sentences are not required in this task but candidates should be aware that full and detailed information is.

Overall, candidates have become more proficient in their handling of this question.

- a) Candidates generally enjoyed success here with many offering the two possible answers. Some candidates were unable to understand *beenden* and examiners saw words such as *beändern* or *verändern* which were not credited.
- b) Many achieved 2 marks here, although some failed to give enough information to achieve the mark, such as omitting *fast* or *jede Woche*. Candidates should be reminded that whilst full sentences are not expected in all cases, full details are.
- c) A targeted lift worked well for many candidates here whilst others struggled to unpick *die sowieso* and offered answers such as *diese wieso* instead which could not be rewarded.
- d) Here many candidates were able to achieve the mark through the targeted lift of *alle Jugendlichen, die häufig im Internet sind*. Weaker candidates just picked out *alle Jugendlichen* or chose an irrelevant part of the interview such as *es ist oft über das Internet oder Handy*, possibly due to a misunderstanding of *wer* in the question.

- e) Relatively few candidates gained 2 marks here, although most managed 1 mark by correctly identifying *eine Umgebung, wo man sein darf, wie man ist* to which they then often added irrelevant material about *Designerklamotten/Discountschuhe*, for example. The information required for the second mark differentiated effectively so that only stronger candidates were able to pick out *weder ausgelacht noch herumgestossen*. Some candidates made a good attempt at this second part but struggled with the *weder* and examiners often read statements such as *wo man wieder ausgelacht wird* which could not be rewarded as the meaning is changed completely.
- f) Many candidates understood the question and were able to identify the corresponding part in the interview. Whilst most mentioned *alle (Schüler, Eltern und Lehrer)*, some unfortunately omitted the key concept of *zusammen* or *gemeinsam*, which was needed to score the point. Again, candidates should be reminded that some questions will require listening for detail.

**Hörtext 4 Mobbing**

4 Sie hören ein Interview mit Brigitte Schmidt, Anti-Mobbing-Expertin, die Jugendliche berät, die gemobbt werden. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was ist der große Unterschied zwischen einem Streit und Mobbing? (1)  
 Man kann einen Streit ~~einem Streit kann man~~ beenden, Mobbing hört nicht auf

(b) Wie schlimm ist die Situation in deutschen Schulen? (2)  
 Jeder Woche, ~~es~~ gibt es rund 500,000 Mobbing-Angriffe. In jeder Klasse, gibt es mindestens ein Jugendliche gemobbt wird.

(c) Was für Schüler werden oft gemobbt? (1)  
 Die Schüler, dass ~~es~~ Angst schweigen

(d) Wer könnte vielleicht Opfer von Cyber-Mobbing sein? (1)  
 Jugendliche, dass ~~vielfach~~ häufig im Internet sind.

(e) Was braucht man, damit man erfolgreich lernen kann? (2)  
 man braucht eine Umgebung in der, man sein darf, wie man ist, mit allen Stärken und Schwächen, mit Designerklamotten usw.

(f) Was muss geschehen, damit Mobbing aufhört? (1)  
 Alle Lehrer, Schüler und Eltern ~~gemeinsam~~ müssen gemeinsam dagegen handeln und sich für eine gewaltfreie Schule einsetzen.  
 (Total for Question 4 = 8 marks)



**ResultsPlus**  
 Examiner Comments

- Part a) does not communicate due to the spelling of beenden.  
 Part c) does not address the question.  
 Part e) conveys only one piece of information which is extended with irrelevant information.

#### Hörtext 4 Mobbing

4 Sie hören ein Interview mit Brigitte Schmidt, Anti-Mobbing-Expertin, die Jugendliche berät, die gemobbt werden. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was ist der große Unterschied zwischen einem Streit und Mobbing?

(1)

Man kann Streit beenden aber mit Mobbing kann man nicht.

(b) Wie schlimm ist die Situation in deutschen Schulen?

(2)

Es ist sehr schlimm weil jede Woche <sup>gibt es</sup> ~~es~~ 500,000 <sup>Angriffe</sup> Mobben ~~angriffe~~ in Deutsche Schulen.

und in jede Klasse gibt es vielleicht eine Studenten wer gemobbt wird.

(c) Was für Schüler werden oft gemobbt?

(1)

Es ist normalerweise Schulertrizgt dass genommen ist.

(d) Wer könnte vielleicht Opfer von Cyber-Mobbing sein?

(1)

Es ist eine Problem für alle Jugendliche wer das Internet benutzen.

(e) Was braucht man, damit man erfolgreich lernen kann?

(2)

Man sollte urlaubt sein zu sein wie sie sind, wenn sie reich oder nicht sind. Es sollte

nicht eine Problem wenn sie Designer <sup>Klamotten</sup> ~~Klamotten~~ oder Discount Schuhen haben. Man muss

(f) Was muss geschehen, damit Mobbing aufhört? akzeptiert sein um erfolgreich zu sein

(1)

Um Mobbing zu verhindern müssen alle Leute gemeinsam gegen Mobbing arbeiten.



### ResultsPlus

#### Examiner Comments

Part c) does not address the question.

In part d) the key concept of *oft/häufig* is not conveyed and so the response cannot be rewarded.

In part d) the use of the word *urlaubt* leads to some ambiguity and the message is not communicated clearly.



### ResultsPlus

#### Examiner Tip

Whilst the quality of the candidates' German is not being assessed here, the language they use must be accurate enough to allow unambiguous communication.

## Question 6

Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and candidates are not expected to infer meaning. There are five separate questions in English to which candidates respond in English. Full sentences are not required, but candidates must include sufficient detail to address the question appropriately.

Whilst most candidates undoubtedly understood this text, the majority struggled to transfer the meaning concisely and precisely but with sufficient detail. There were some very long answers indeed, which unfortunately did not convey the key criteria required to get the mark. This question requires a good deal of practice, as most candidates give approximations which cannot be accepted. Greater attention to the detail of the German text would lead to a higher score in many instances.

- a) Many candidates answered this correctly, often giving extra information concerning the cooperation between NABU and E-Plus-Gruppe. This was accepted as long as the notion of *protecting the environment* was conveyed.
- b) The phrase *vom Aussterben bedroht* was often understood and rendered appropriately, but a number of answers referred to *plants and animals dying out because of a drought, are at risk from drowning, die of dehydration, hunger, flood or are without water*, all of which embellish somewhat the original text. Choosing the correct tense also caused problems and some candidates wrote *have died out* which could not be credited as this changes the meaning of the text completely. Some candidates did not render *Aussterben* closely enough giving *are being killed (off)/ annihilated*. They should be reminded of the need to transfer the meaning of the original text exactly. Occasionally candidates did not read the text carefully enough and cited *thousands of plants* in their answers.
- c) The most popular correct answer was *to protect the environment*, but others explained how throwing a mobile phone in the household rubbish would be harmful to the environment or indeed combined the two notions. The most common incorrect answer focussed on *you get a present*.
- d) Close attention to detail was required here: the mark was frequently lost due to either omission of *since the beginning of the campaign* or the wrong tense with answers such as *the number of phones the NABU had collected at the beginning of the campaign or collected when the campaign started*.
- e) Almost all candidates had clearly understood the question but many didn't gain the mark, presumably because they feared a short answer such as *everybody* or *anybody* might not be enough and so tried to add more - which invariably led to an incorrect response. Candidates should be reminded that complete sentences are really not required – examiners are merely looking for the relevant details needed to answer the question completely. This detail will vary in amount from question to question and it may well be the case that one word is enough. *Unabhängig* threw up some problems in translation and was transferred as *independent* rather than *regardless* or *irrespective*. Some candidates misunderstood completely and offered responses along the lines of *anybody who is not addicted to his mobile phone*.

## Text 6 Handy-Recycling

Der NABU (Naturschutzbund) und die E-Plus-Gruppe (Mobilfunkunternehmen) arbeiten beim Thema Umweltschutz zusammen. Für jedes abgegebene Alt-Handy erhält der NABU bis zu drei Euro von der E-Plus-Gruppe. Das Geld fließt ins Naturschutzprojekt „Untere Havel“. Das ist eine Flusslandschaft, wo mehr als tausend Tier- und Pflanzenarten vom Aussterben bedroht sind.



In deutschen Haushalten befinden sich über 70 Millionen alte oder defekte Handys, die wertvolle Rohstoffe enthalten. Wenn sie im Hausmüll landen, gefährden sie die Umwelt durch Schadstoffe. Wenn man etwas für den Naturschutz tun will, sollte man beim Handyrecycling mitmachen und sein Altgerät bei einer NABU-Sammelstelle oder einem Geschäft der E-Plus-Gruppe abgeben.

Seit Beginn der NABU-Kampagne wurden 55 000 Handys gesammelt. Neben vielen Einzelpersonen haben sich an der Aktion auch Unternehmen, Schulen und Behörden beteiligt. Mitmachen kann jeder – unabhängig von dem Telefonanbieter und der Art des Mobiltelefons.

6 Read the passage above and answer the questions in English. Your answers must relate exclusively to the passage and convey all the relevant information provided.

(a) Why is the organisation NABU working with E-Plus?

To so that when every phone is given in <sup>E-plus</sup> donate up to €3 (1)

(b) What is the situation in the area around the River Havel?

It is a bogland where more than a thousand animals and plant species have died out. (1)

(c) Why might someone take a mobile phone to a NABU collection point?

When they want to do something for the environment (1)

(d) What does the figure 55 000 represent?

The amount of phones collected (1)

(e) Who can take part in this initiative?

Everybody (1)



### ResultsPlus Examiner Comments

In part a) the key concept of *Umweltschutz* is missing.

In part b) the tense is incorrect and thus conveys an incorrect message.

Part c) is fine.

Part d) does not include the key concept of *since the beginning of the campaign*.

Part e) is fine.

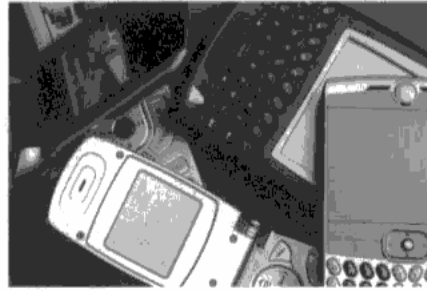


### ResultsPlus Examiner Tip

Candidates must pay attention to the detail and ensure that all relevant information is transferred.

## Text 6 Handy-Recycling

Der NABU (Naturschutzbund) und die E-Plus-Gruppe (Mobilfunkunternehmen) arbeiten beim Thema Umweltschutz zusammen. Für jedes abgegebene Alt-Handy erhält der NABU bis zu drei Euro von der E-Plus-Gruppe. Das Geld fließt ins Naturschutzprojekt „Untere Havel“. Das ist eine Flusslandschaft, wo mehr als tausend Tier- und Pflanzenarten vom Aussterben bedroht sind.



In deutschen Haushalten befinden sich über 70 Millionen alte oder defekte Handys, die wertvolle Rohstoffe enthalten. Wenn sie im Hausmüll landen, gefährden sie die Umwelt durch Schadstoffe. Wenn man etwas für den Naturschutz tun will, sollte man beim Handyrecycling mitmachen und sein Altgerät bei einer NABU-Sammelstelle oder einem Geschäft der E-Plus-Gruppe abgeben.

Seit Beginn der NABU-Kampagne wurden 55 000 Handys gesammelt. Neben vielen Einzelpersonen haben sich an der Aktion auch Unternehmen, Schulen und Behörden beteiligt. Mitmachen kann jeder – unabhängig von dem Telefonanbieter und der Art des Mobiltelefons.

6 Read the passage above and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) Why is the organisation NABU working with E-Plus?

(1)

*They are working together on ~~environmental protection~~ protecting the environment.*

(b) What is the situation in the area around the River Havel?

(1)

*There are more than a thousand species of plants and animals that are at risk of dying out*

(c) Why might someone take a mobile phone to a NABU collection point?

(1)

*They want to help protect the environment as mobiles ~~produce~~ <sup>release</sup> lots of harmful products*

(d) What does the figure 55 000 represent? *into the environment*

(1)

*Since the beginning of the campaign 55 000 people have given in their phone to NABU*

(e) Who can take part in this initiative? *collection points*

(1)

*Anyone that uses a mobile phone can take part in the initiative*



### ResultsPlus Examiner Comments

All responses apart from part d) are well transferred.

Part d) gives information which is not substantiated by the text and therefore cannot be credited. The text states clearly that 55 000 mobile phones have been collected since the campaign began. The text does not state that 55 000 people have handed in mobile phones - that message is quite different.



### ResultsPlus Examiner Tip

Precise detail is important in this task.

## Question 7

Question 7 requires candidates to respond in German to questions set in German. 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. 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. However, examiners saw many instances of indiscriminate wholesale lifts. Candidates should be advised to 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 does not constitute a targeted lift and no marks can be gained in these instances.

- a) Many candidates gained at least 1 mark, usually for citing the negative reaction of some viewers such as *die meisten Jugendlichen lieben die Shows* (incorrect), *aber andere warnen* (correct).
- b) This was more challenging and differentiated well - it required close and careful reading of the text.

A common incorrect answer focussed on *zu sehen, wie aus einer ganz normalen Person ein Star wird*.

- c) A carefully phrased precise answer was required here and a direct lift from the text was not enough to score the mark - any material lifted needed some level of manipulation. Examiners read very many answers which stated what the show was not about but which did not address the question.
- d) Candidates often became tangled in their own answers and it was not clear who they were referring to. This was an example of where candidates often fared better by using their own words to express the answer than trying to lift big chunks from the text.
- e) Some candidates tried to convey the abstract notion of questioning one's *Schönheitsideal* as it was influenced by the shows – but this is not a *Risiko*. It is important to remind candidates to read the question carefully and to make sure they answer it directly. The required answer was carefully signalled by *gefährlich werden könnte*.
- f) Again, whilst candidates clearly understood this question, they did not refer to the evidence given in the text, namely the case of the very specific *Superstar* or *Marashi*. Answers tended to be more generalised with sweeping statements about people who take part in such shows having short-lived careers. Superficial skimming of the text will not afford candidates sufficient access to the detail. It is important to read the whole text carefully and closely.
- g) Many candidates identified that the shows are *Schulhofgespräch* but were unable to understand the motivation of wanting to join in that conversation.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**.

(a) Wie reagieren die Zuschauer auf Castingshows?

(2)

die Zuschauer sind fasziniert mit die  
Castingshows.

(b) Was ist das Hauptziel von Castingshows?

(1)

Das einer normalen Person kann ein Star wird.

(c) Wie werden Castingshows manchmal missverstanden?

(1)

Die jugendliche haben weniger Medienkenntnis

(d) Laut Kritikern, wie werden die Teilnehmer von der Jury behandelt?

(1)

die Teilnehmer sind oft respektlos.

(e) Welches Risiko besteht, wenn man alles einfach akzeptiert, was man sieht?

(1)

Die junge Leute denken das sie zu dick sein, das  
gefährlich ist.

(f) Was ist der Beweis dafür, dass man durch Castingshows nicht immer berühmt  
wird?

(2)

in Castingshows die Stars sind nicht echt.

(g) Was motiviert junge Menschen zu guter Letzt, die Castingshows anzusehen?

(2)

Sie sprechen mit Freunden von großer Bedeutung,  
die Shows sind Showgespräche um da wieder zu können.



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Examiner Comments

This candidate scores one mark for part g). In part a) there is no reference to *some* viewers and the information given in the response is therefore not substantiated by the text. The information given in part d) is actually the wrong way round and part e) makes no reference to *normalgewichtig*. The first sentence in part g) does not communicate the required information, but a mark was awarded for the second piece of information.



**ResultsPlus**  
Examiner Tip

Careful reading of both the text and the questions is important. The questions follow the sequence of the text and may help to work out the meaning of the text.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**.

(a) Wie reagieren die <sup>how</sup>Zuschauer <sup>watchers</sup>auf Castingshows?

(2)

Die Jugendlichen sehen die Castingshows auf dem Fernseher. Manche sind

fasziniert und machen bei der Auswahl die Gewinner mit. Aber

(b) Was ist das Hauptziel von Castingshows?

(1)

Um Material für eine unterhaltsame <sup>Programme</sup>Sendung <sup>to put</sup>zusammenzustellen

(c) Wie werden Castingshows manchmal missverstanden?

(1)

Viele Jugendliche glauben, dass die Sendungen oft für echte Talentsuche, z. B. neueste

(d) Laut Kritikern, wie werden die Teilnehmer von der Jury behandelt?

<sup>next</sup>nächster <sup>Singerin oder Top model</sup>

Der Jurymitglieder wird geworfen, durch respektlose Sprüche die Teilnehmer

Die Beziehungen zwischen der Jury und Kandidaten <sup>fascinated</sup>wird fasziniert

(e) Welches Risiko besteht, wenn man alles einfach akzeptiert, was man sieht?

Man kann

Es kann gefährlich

<sup>actually</sup>eigentlich <sup>normal</sup>normale

Dass Jugendliche glauben, dass sie zu dick sind, wenn sie <sup>weight</sup>erogentücker sind

(f) Was ist der Beweis dafür, dass man durch Castingshows nicht immer berühmt

wird?

(2)

Stars werden entdeckt, und dann ein Monat später hat jeder von <sup>her</sup>sie

vergessen. Es ist nicht allezeit ein success.

(g) Was motiviert junge Menschen zu guter Letzt, die Castingshows anzusehen?

(2)

Weil sie interessant sind. Jeder spricht darüber in die Schule und

es ist ein gut conversation Thema. Jugendliche wollen da mit reden.

Communication ist wichtig

(Total for Question 7 = 10 marks)



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**Examiner Comments**

Two marks could be awarded for part a). The first piece of information given is actually just a harmless addition.

Part d) is very confusing - the candidate has tried to lift rather too much information from the text and has ended up not giving a complete response.

Part f) is not specific enough - the response does not refer to the evidence in the text. Candidates must demonstrate understanding of the text in question.

In part g) too many elements have been included. Candidates must state their answers unequivocally. One mark was awarded for the second sentence.



**ResultsPlus**

**Examiner Tip**

This candidate has tried to lift too much material from the text and this has not always worked to his/her advantage. The space given for the answer is adequate for the expected answer.

## Question 8

This section consists of 1 writing task.

In Question 8 candidates first read a short (55-75 words) stimulus in German which serves to provoke and support a response in German of 200 - 220 words. The rubric (in German) for this task includes a number of bullet points which candidates must address in their response. The piece of writing is assessed positively according to assessment criteria grids. These grids reward students for Content and Response (15 marks) and Quality of language (15 marks).

Candidates need to gain at least 1 mark for content to access marks for Quality of language. The word limit is observed and examiners read no further than to the end of the sense group after 220 words.

Overlong answers remain a problem. In such cases, candidates run the risk of being unable to include the final bullet point within the word count. Candidates should be aware that any information which comes after the 220 words will not be assessed. The omission of one complete bullet point automatically reduces the content mark to a maximum of 9. Centres are advised to read the marking principles (at the end of the mark scheme) which detail exactly what will happen when a candidate completes a bullet point only partially, or indeed fails to address a bullet point at all.

Examiners were pleased to note that candidates found this task accessible and were well prepared. Most wrote relevantly about the different aspects of online- shopping required by the bullet points although some veered off into more irrelevant, general Internet issues.

The task required a contribution to an online forum which some candidates failed to notice, preferring instead to begin as for a formal letter *Sehr geehrte Damen und Herren* when a simple *Hallo* would have been more appropriate for this task. There were a few pre-learned phrases and various irrelevant material in relation to personal information, as some candidates responded to the bullet point which was not there (*wer Sie sind und warum Sie schreiben*). Candidates should be reminded to address the bullet points which are given in the task before them and no others.

The majority of candidates adhered to the order of the bullet points and were careful to cover all four bullet points to a greater or lesser degree.

- Some candidates were more innovative in the reasons they suggested for the popularity of Internet shopping: price comparison, availability of goods from all over the world, advantages for students with a lot of homework, convenience for the disabled, as well as old people and parents of young children or shift workers.
- This bullet point required candidates to suggest *die möglichen Gefahren* (i.e. more than one) but unfortunately it was not unusual for only one danger or inconvenience to be mentioned. *Datendiebstahl*, *Identitätsdiebstahl* or copying of bank details were most frequently referred to, with other dangers including *Computervirus*, becoming *einkaufssüchtig*, the loss of real shops in towns and the danger of spending more money than you have. Only very few tried to use some pre-learnt phrases regarding laziness and obesity. It was in here that candidates were most likely to veer off into the dangers of the Internet in general rather than of Internet shopping in particular.
- Most candidates were able to recount some personal experiences of online shopping. Unfortunately, these seemed to be often less than positive.
- Suggestions here included answers such as reducing prices, gift-vouchers for first time buyers, safer sites and free postage and package. Not all candidates were able to express these concepts successfully. A few weaker candidates also misunderstood this bullet point and gave ideas on what High Street shops might do to fight the loss of customers to Internet shopping.

## Language

Stronger candidates attempted a range of complex structures such as subordinate clauses (mostly *weil*, *obwohl*, *als* and *wenn*), relative clauses, conditional and occasionally the passive. These were found more often in pre-learned phrases such as *es muss gesagt werden* or *es kann nicht bezweifelt werden*, *mir wurde von einem Freund gesagt/empfohlen*. Weaker candidates tended to rely on simple subordinate clauses and modal verbs, which were not always successfully deployed. Whilst more confident candidates tried to use some good idiomatic phrases, in general the range of vocabulary was often no more than fair - somewhat disappointingly, perhaps - and there was fair reliance on words and phrases in the stimulus. There are still a significant number of candidates who do not understand the difference between *kaufen* and *verkaufen* and then *spenden* und *ausgeben*.

Of course native speakers continue to score high marks for their use and accuracy of language, but since they write at excessive length, often covering only one or two of the bullet points within the word count, they lose valuable marks for the Content and response.

### SECTION C: WRITING

#### Text 8 Forum: Einkäufe über das Internet

Die Möglichkeit, übers Internet Waren <sup>3 quarters</sup> zu kaufen, wird in <sup>internet users</sup> Deutschland in <sup>increasing</sup> zunehmendem Maße in Anspruch genommen. Drei Viertel aller Internetnutzer - d.h. 41 Mio. Personen - haben bereits übers Internet eingekauft. 55% der „Online-Shopper“ erwerben bei virtuellen Shopping-Touren Kleidung und Sportartikel. Viele bezahlen ihre Einkäufe durch elektronische Banküberweisungen über Internetbanking. Beim Online-Shopping kann man Sachen rund um die Uhr einkaufen oder Produkte <sup>through</sup> bekommen, die man im eigenen Wohnort nicht finden kann.

Was meinst du dazu?

8 Sie lesen diese Fakten zum Thema *Einkäufe über das Internet* in einem Online-Forum. Schreiben Sie einen Beitrag zum Forum **auf Deutsch (200–220 Wörter)**, in dem Sie auf Folgendes eingehen:

- warum viele Menschen über das Internet einkaufen <sup>SS</sup>
- die möglichen Gefahren von Online-Shopping <sup>SS</sup>
- Ihre persönlichen Erfahrungen mit dem Online-Einkauf <sup>your personal experience</sup>
- was Geschäfte tun könnten, damit mehr Menschen bei ihnen online einkaufen <sup>SS</sup>

Es besteht kein Zweifel, dass viele Menschen das Internet einkaufen benutzen. Internet ist eine Lebensnotwendigkeit, um Arbeit zu finden und besonders Online-Shopping. ~~Abwohl es entwürdigend ist man sollte sich~~ ~~aufgegeben machen.~~ Man kann <sup>weniger</sup> Zeit verbringen, wenn ~~das~~ <sup>als ein</sup> im Internet verwendet <sup>Geschäfte</sup>, deshalb es bessere und nützliche ist, um Kleidung zu kaufen. Außerdem, es ist einfacher besonders durch elektronische Banküberweisungen über Internet banking, wegen der Sicherheit mehr Kontrolle haben.

Obwohl Einkaufen über das Internet sehr nützlich ist,  
Nachteile von Internet benutzen kann Probleme schaffen.  
Da Online-Shopping sehr süchtig für viele Menschen ist,

die möglichen Gefahr zu viel Geld aufgeben,  
deswegen man hat keine Zeit für andere Sache,  
zum Beispiel im Restaurant Essen. Man müssen ihren  
Aktiva betrachten, damit mehr Sache <sup>inleben</sup> genießen.

Als ich jung war, das Internet immer mehr interessierte  
mich. <sup>hätte</sup> Meine persönlichen Erfahrungen mit dem Online  
Einkauf war eine große Herausforderung, weil ich  
viele Nachteile und Vorbehalte <sup>passieren</sup> Internet ist ein Vorbild für alle  
die Bevölkerung. Ich habe viele Kleidung und Haupt  
Schul Kleider ~~für~~ zahlen. Andererseits habe ich  
zu viel ~~Zeit~~ Zeit am Computer verbringen, ohne  
Bewegung, dass ist ~~sehr~~ sehr hilfsbereit für viele  
Gesundheit und jeder Personen müssen <sup>dass</sup> nicht vergessen.

~~Damit sich Menschen bei den Online-~~  
Shopping, man kann jeder kaufen, was du möchtest. Es  
hängt davon wie viele Geld man hat ab. Alles in Allem Einkaufen  
über das Internet sehr wichtig ist, um eine sicher und schneller  
weg zu surfen. Ich würde, dass empfehlen.



### ResultsPlus Examiner Comments

Unfortunately this candidate has failed to address bullet point 4. This means that the maximum mark that could be awarded for the Content & Response is 9. However, there is much irrelevance and bullet 2 is only partially completed as only one danger is cited. In addition, the focus here is more on use of the Internet than on Internet shopping. Three bullet points are touched upon so a mark of 7 was awarded.

Use of language does lead to some impairment of communication, but a variety of lexis and structure is attempted, although this is not especially complex. The performance falls into the 7-9 band a mark of 8 was awarded.



### ResultsPlus Examiner Tip

It is important to concentrate on the focus of the task set and respond relevantly to each bullet point to each bullet in turn, ensuring that all bullet points are addressed. Omitting one bullet point will lose valuable marks.

## SECTION C: WRITING

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Die Möglichkeit, übers Internet Waren zu kaufen, wird in Deutschland in zunehmendem Maße in Anspruch genommen. Drei Viertel aller Internetnutzer – d.h. 41 Mio. Personen – haben bereits übers Internet eingekauft. 55% der „Online-Shopper“ erwerben bei virtuellen Shopping-Touren Kleidung und Sportartikel. Viele bezahlen ihre Einkäufe durch elektronische Banküberweisungen über Internetbanking. Beim Online-Shopping kann man Sachen rund um die Uhr einkaufen oder Produkte bekommen, die man im eigenen Wohnort nicht finden kann.

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- was Geschäfte tun könnten, damit mehr Menschen bei ihnen online einkaufen

Sehr geehrte Damen und Herren,

Ich heiße [REDACTED]

[REDACTED] und ich schreibe zum Forum, da ich meine Meinungen an 'Einkäufe über das Internet' teilen möchte.

Heutzutage würden viele Leute lieber ihre Einkäufe über das Internet zu machen, da viele Menschen nicht genug Zeit haben, um einem Einkaufszentrum zu reisen. Daher ist es bequemer für jemand zu Hause bleiben und <sup>Sie</sup> machen ihre Einkäufe über das Internet. Viele Menschen mögen auch diese Art von Einkäufe, weil es bedeutet, dass Sie Geld sparen können, da Sie Benzin ~~schon~~ für den Fahrt nicht verbrauchen.

02 Dann müssen Sie nicht für eine ~~Besten~~ <sup>guten</sup> Platz, wo Sie ihr ~~Auto~~ Auto parkieren können.

36. Es gibt auch viele Gefahren von Online-Shopping. Zum Beispiel, manchmal vergisst man, wie viel Geld man ausgegeben hat, da man so deutlich nicht denkt, im Vergleich zu, wenn man eigentlich in dem Geschäft ist. Eine andere Sorge für Online-Shopping ist, dass vielleicht ~~man~~ ihre personale Information gestohlen werden könnte.

39. Persönlich habe ich einige schlechte Erfahrungen mit dem Online-Einkauf gehabt. Die schlimmste Erfahrung, dass ich erlebt habe, ~~war~~ <sup>war</sup> etwa vor zwei Jahren. Es ist schwierig gewesen, da jemand meine Bankkarte-Nummern stiehlt. Ich verlore fast alle von meinem Geld. Jedoch war das <sup>nur</sup> eine schlechte Erfahrung und es lässt sich nicht leugnen, dass Online-Shopping viele Vorteile hat.

41. ~~Endlich~~ <sup>Endlich</sup> können <sup>Geschäfte</sup> die Preise der Produkte verringern wenn Leute ihre Einkäufe über das Internet machen.

Hochachtungsvoll,



## ResultsPlus

Examiner Comments

This candidate has addressed the bullet point which is not there, namely *wer Sie sind und warum Sie schreiben*. This information is therefore irrelevant in terms of the task set.

However, the candidate goes on to offer several original reasons why people are buying things online. This bullet point is well developed. There are two pieces of information in relation to bullet 2, so again this has been addressed fully. The candidate describes just one experience in bullet 3, and there is a fair amount of 'padding', which does not really develop the point in any way. The 4th bullet point is the weakest, although it is addressed. Thus all bullet points are addressed successfully and there is some development. This allows the candidate to edge into the top band for Content & Response and a mark of 13 is appropriate.

The candidate communicates well. There are some odd lapses e.g. parkieren, personale, Endlich. A variety of both structure and lexis is attempted and again the candidate fits into the top band for language. A mark of 13 was awarded here.

## Paper Summary

- 1) Candidates should devote adequate time to the practice of transferring meaning fully, accurately and appropriately from German into English. This is a very useful skill and will pave the way for the translation in A2 Unit 4.
- 2) Candidates should be familiar with the various marking principles detailed in this report. This will help to maximise performance.
- 3) Basic grammatical knowledge remains essential. This is evident in Section C: Writing but it also helps to ensure unambiguous communication of responses in German in both Q4 (in the listening section) and Q7 (in the reading section).
- 4) Sufficient time must be given to Q8 since 30 of the total 70 marks are allocated to this question.
- 5) It is crucial to the Content mark in Q8 that each bullet point is addressed directly and fully. Examiners recommend that the bullet points be addressed sequentially.

## **Grade Boundaries**

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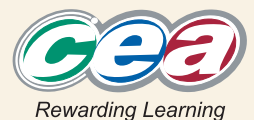
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