

Examiners' Report
June 2012

GCE German 6GN02 01

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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 sub-topics) 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 that 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 in the form of e.g. 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.

All questions in Sections A and B are marked according to a specific mark scheme, which is updated at the standardisation meeting to take account of the range of candidate responses.

Candidates should be aware that examiners assess responses in Q4, Q6 and Q7 in the order elements are given by candidates, and consider no more elements than the number of marks available. Thus, in a 2-mark question, only the first two elements can score, whereby repeating or re-working of 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 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 session and most found it accessible. Some candidates found it difficult to identify D as a correct answer.

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 select the correct word 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 had difficulty with part (c) opting for *mehr*.

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 mis-use 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) This question proved accessible to most, although there were some interesting spellings of *Getränke*.

Incorrect responses omitted *Getränke* giving just *Lebensmittel* or *Essen*, included general comments e.g. *er ist arbeitslos*, or indicated a misunderstanding of *wofür*.

b) This question, too, was accessible to many. Correct answers often followed lengthy and unnecessary preambles of *wenn man gut organisiert ist...* and candidates are advised to focus keenly on the demands of the question. Key concepts were both *gesund und billig* and (*sich*) *ernähren* or *essen*. Many candidates found it difficult to transcribe *preiswert* and *ernähren* (e.g. *anähren*) meaningfully and lost one mark. Others stated *gesund sein*, which did not get the mark as the key concept of *ernähren* or *essen* was not expressed.

c) Again, most understood and communicated the ideas of the special offer and buying meat in large quantities (although *Mengen* was often mis-spelt e.g. *Mängen*). *Er friert es*

ein was frequently offered as an irrelevant addition but this did not negate an otherwise correct answer. However, some candidates referred to the fact that he had worked in a supermarket and therefore knew what to buy – which Examiners could not accept.

d) Successful candidates here were able either to lift and change the possessive adjective correctly *Obst ist nicht sein Fall* or to rephrase *er mag Obst nicht so gern/besonders*. Many candidates tried to use *schmeckt* and had difficulties with the personal pronoun e.g. *es schmeckt er/ihr nicht*. Some candidates misconstrued the information given in the transcript about vegetables being expensive, resulting in responses such as *Obst ist zu teuer*.

e) This question caused difficulties for those candidates who tried to transcribe what they heard without understanding it and were therefore unable to communicate the required message correctly and unambiguously. Whilst many candidates gave answers such as *sein Vertrag wurde beendet* (thus successfully changing the possessive adjective), some less-able candidates struggled with the spelling of *beendet* e.g. *beändert*. Spelling does play an important role in successful communication. Other candidates encountered problems expressing the time frame clearly and responses including *vor/seit 2 Jahren* were common.

f) This question differentiated well as it was not possible to lift *verbatim* from the text. Many candidates answered with e.g. *Die Pfandflaschen stehen in der Küche*, which did not address the question set. Again, candidates had problems with the spelling of both *Pfandflaschen* and *Küche*, to the extent that communication was impaired e.g. *Wandflaschen, Fandflaschen, Nordfallflaschen* and *Kucher, Kuchen, Kirche, Kirsche*. Common incorrect answers here included *Er spart die Pfandflaschen* or *Er spart Geld in den Pfandflaschen*. Successful candidates understood what *Pfandflaschen* are and were able to use a suitable verb to indicate how money could be gained from them.

Hörtext 4 Gesund essen trotz Hartz IV?

4 Sie hören ein Interview mit Daniel, einem Arbeitslosengeld-Empfänger. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wofür soll Daniel etwa € 130 monatlich ausgeben?

(1)

~~Er sollte~~ Er sollte ^{das für} Lebensmittel und Getränke ausgeben

(b) Laut Daniel, was kann man machen, wenn man gut organisiert ist?

Man kann Geld sparen und gleichzeitig Gesund ⁽²⁾ ~~bleiben~~ ernähren, ✓
wenn man selbst kocht und für den Einkauf plant!

(c) Wie kauft er das Fleisch ein?

(2)

Er hat in der Vergangenheit im Supermarkt gearbeitet und weißt was ^{er} zu kaufen ^{sollte}. Deswegen kauft er ^{ein großen Menge} Fleisch und es einfrieren!

(d) Warum isst er nicht so viel Obst?

(1)

~~Weil er ^{für Obst} magt gefallt sich nicht gef. Ht. Er gefällt sich nicht für Obst~~
~~Weil er kein Obst magt.~~

(e) Wieso arbeitet er nicht mehr im Supermarkt?

Er hat keine Ausbildung ^{Er arbeitet nur im Supermarkt für 2 Jahre} deswegen hat er kein festes Job hat.

(f) Was könnte er machen, wenn ihm in diesem Monat Geld fehlt?

(1)

Er hat immer ^{für Notfall} ein bisschen Euro weil er Pfandflaschen sammelt



ResultsPlus

Examiner Comments

a) 1 mark

b) 1 mark *Geld sparen* was not allowed in the mark scheme as it is not a synonym of *man kann sich preiswert ernähren*, but the candidate was awarded a mark for *man kann gesund ernähren*.

c) 1 mark Although the candidate gives an extensive answer, in fact only one of the required elements is contained in that answer: *in großen Menge*.

d) 0 This answer does not communicate and therefore cannot be rewarded.

e) 1 mark

f) 1 mark

The total score for this candidate is 5.



ResultsPlus

Examiner Tip

It is important to make sure that you lift text which is appropriate to the question as set. You may lift from the transcript but you have to be certain that what you are lifting is relevant to the question.

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 the rubric instructs candidates to *convey all the relevant information* – thus answers must include all details required to address the question fully and appropriately.

Whilst most candidates undoubtedly understood this text, the majority struggled to transfer the meaning precisely and to give sufficient detail. This question requires a good deal of practice, as very many candidates give approximations, which will not be accepted.

Greater attention to the detail of the German text would lead to a higher score in many instances.

a) Answers to this question tended to be imprecise. *Ausbildung* was often transferred as education or *apprenticeship* and *Hotelfachfrau* as *hotel worker, hotel maid, cleaner, receptionist*. *Gerade* was frequently not transferred at all. It should be borne in mind that some questions will be more discriminating than others in order to differentiate between candidates.

b) Those candidates who gave all the relevant details were successful here. Unfortunately, many transferred only half the required information, most frequently Petra's desire to obtain a job in tourism, thus omitting her wish to combine that work with travel.

c) Most candidates enjoyed success here. Those who struggled with *deutlich* often came up with answers such as they *speak slowly*, but by far the most common misunderstanding of *deutlich* was they *speak German*.

d) Those who were able to identify *abwechslungsreich* as the reason why she enjoys her work were generally able to transfer it successfully. Unfortunately, many focussed on *anstrengend* and gave answers such as *work is tiring, or seem to have guessed, and offered reasons such as she learns a lot or it is rewarding*. Whilst such reasons were no doubt valid in themselves, they did not relate to the passage and thus could not be credited.

e) This question was well-answered. A minority of candidates gave somewhat vague responses which referred to *activities, hobbies, leisure or evening outings* (presumably misunderstanding *Abenteuer* as a synonym for *Abend*).

(a) At what point in her life did Petra decide to go to New Zealand?

(1)

When she lost her ^{Hotel job} ~~job as in a Hotel~~

(b) What did she want to do in New Zealand?

(1)

She wanted to find a ^{fixed} ~~stable~~ job; at best in Tourism!

(c) Petra describes the people of Queenstown as friendly. What else does she say about them?

(1)

They try and speak clearly so that she can understand

(d) Why does she enjoy her work?

(1)

It's fun because she has a lot of ^{variation in her day} ~~freedom and there's~~ always something different ~~to do~~

(e) What is the advantage of her relatively short working day?

(1)

She has enough time for adventure

(Total for Question 6 = 5 marks)



ResultsPlus

Examiner Comments

- a) 0 An incorrect response.
- b) 0 An incomplete response: the mark scheme requires both elements of work and travel.
- c) 1 mark
- d) 1 mark
- e) 1 mark



ResultsPlus

Examiner Tip

There will be more accessible questions and more challenging questions on each text. Parts a) and b) required an attention to detail and you should make sure you include all relevant detail in your responses.

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. A mark is withheld only for the first mis-use of tense. 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, candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This, of course, no longer constitutes a targeted lift and no marks can be gained in this instance.

Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions. It is important to reiterate that whilst targeted lifts are accepted, indiscriminate ones, which indicate that candidates have not understood either the question or what they are writing as a response, do not. Targeted lifts mean that candidates do not have to answer using their own language and may rely on the language in the text when this is appropriate.

a) Many candidates lost one mark here by not paying attention to the tense required by the question: although the information in the stimulus text is in the present tense, the question requires an answer in the past. Candidates must pay attention to this. Others lifted irrelevant chunks e.g. *Es bedeutete vier Wochen Freiheit* or *Symbol einer jungen Generation* but failed to offer any further explanation.

b) This question led to mixed fortunes and differentiated well. Many candidates successfully identified the idea of sleeping in the corridor but there were equally many who gave answers such as *sie schauten auf die Tafeln*, *muffige Abteile* or *(es gab) stundenlange Grenzkontrollen*. Answers in the present tense were common here as well, but a mark is withheld only for the first mis-use of tense.

c) Here it was possible to lift the relevant part of the text to give the appropriate information in the correct tense, and many candidates were able to do so effectively. Unfortunately, some candidates did not manage to identify all the information required to answer the question fully and lifted e.g. *man konnte bis zum 26*, *damals konnte der Pass nur bis zum 26*. Such ambiguous answers could not be rewarded.

d) Again, it was possible to lift the appropriate phrase from the text to score the mark. Examiners insisted on a full answer here, which included three elements as per the mark scheme, and although lots of details were required many candidates did include them all and were awarded the mark. Unfortunately, some candidates lifted indiscriminately from around the correct area of the text and gave only partial answers such as *um jungen Menschen die Möglichkeit zu geben*. Such responses clearly did not make sense and did not answer the question set. A minority answered by giving the year 1972, which might indicate that they had either misread the question or did not understand *Aus welchem Grund*.

e) This question was accessible to most and correct answers given were along the lines of *Es ist für jede Generation/jedes Alter*. Those who found it difficult to understand this section of the text gave answers which included reference to *26 Jahre*.

f) Unfortunately, a number of candidates stated that *Interrail-Reisen* are *ökologischer* than flights when they meant *umweltfreundlicher*. As per the mark scheme, *ökologisch(er)* was not accepted unless it was qualified by e.g. an adverb denoting better. However, many gained their 2 marks with reference to *spontane/flexible Reiseplanung* or *30 Länder* and /or *40 000 Bahnhöfe*. Some candidates relied perhaps on their own experiences and offered *es (train travel) ist billiger*.

g) This was accessible to most and it was possible to lift salient information from the text. Where candidates lost the mark, this tended to be because they stated that the reduction was at 50% - which is incorrect according to the text.

h) Lifting from the text did not always work well here, since the lifts did not answer the question as set e.g. *intellektuell* and *ökologisch motiviert* or *Billigflieger*. Many lifted the entire last sentence in the hope that something there would be credited: candidates should be reminded that Examiners will credit appropriately targeted lifts only. However, many candidates did understand the question and were able to identify the exact part of the text which could be lifted to answer the question as set, namely just *Kultur- und Städtereisen*.

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

(a) Warum bedeutete Interrail Freiheit, laut Eberhard Heiduk?

(2)

Für einen ~~Interrail~~ Interrailer es gibt kein Ziel, man kann nach irgendwo reisen, ^{und} man kann spontan sein.

(b) Woher weiß man, dass die Züge oft voll waren?

Eberhard Heiduk sagte ~~er~~ ^{habe} in einem Gang ^{geschlafen} ~~er~~ ^{schlafen} ~~er~~ ^{musste}.

(c) Warum hat Eberhard aufgehört, durch Europa zu fahren?

(1)

~~Um~~ um Spaß zu machen.

(d) Aus welchem Grund hat man die Interrail-Karte eingeführt?

(1)

Man muss unter sechsundzwanzig Jahre alt sein.

(e) Bis zu welchem Alter darf man heutzutage mit einer Interrail-Karte fahren?

(1)

~~Sechsundzwanzig~~. Es gibt keine Begrenzung.

(f) In welchen zwei Hinsichten ist eine Interrail-Reise besser als eine Flugreise?

(2)

- es ist billiger als eine Flugreise.
- mit ~~der~~ einer Flugreise es gibt eine Ziel, ~~mit Interrail~~ aber wenn ~~es~~ ~~ist~~ ~~billiger~~ ~~ökologisch~~ man mit Interrail fahren man kann nach irgendwo reisen.

(g) Welchen Vorteil hat eine Interrail-Karte im Heimatland?

es kostet halb der Preis.

(1)

~~es kostet 40000 Bahnkarten~~

(h) Was erhoffen sich ältere Menschen von einer Interrail-Reise?

wenn man eine

(1)

~~Eine~~ Interrail-Reise nehmen, dann man können die Kultur
sehen in jeden Stadt sehen.



ResultsPlus

Examiner Comments

a) 1 mark. The relevant section of the text and the question itself are in the past tense and an answer in the past tense is required. Therefore the candidate's first element may not score as it is in the present tense. However, one mark only is withheld for an incorrect use of tense, so one mark was awarded for the second element, even though this, too, is in the incorrect tense.

b) 1 mark. Communicates despite errors in the language.

c) 0 Incorrect response.

d) 0 Incorrect response.

e) 1 mark.

f) 1 mark for the second part of the response. The first element is not substantiated by the text.

g) 0 Imprecise response: the concept of *bis zu 50%* has not been rendered and the answer given is thus not substantiated by the text.

h) 1 mark

Total score for this candidate is therefore 5.



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Examiner Tip

It is very important to look carefully at the tense used in the question and to make sure you respond in the appropriate tense.

It is not necessary to write extensive responses: it is necessary to give all pertinent information needed to address the question fully.

Some questions will require very close reading of the text.

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 (between 4 and 6), 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. The last 2 bullet points tended to be the weakest, partly because by then some candidates were running out of words.

Examiners were pleased to note that candidates found this session's task accessible. The overwhelming majority understood the stimulus, the rubric and the task, and went on to cover the points in a structured way – one after the other, which is by far the best strategy. More successful candidates were able to link the points and go beyond the stimulus material to include information and ideas of their own. A minority of candidates wrote a letter of complaint about students' lot in life, which was far too general and paid little attention to the stimulus text or the bullet points. Some less-able candidates tended to rely heavily on the stimulus without adding much in the way of original ideas of their own. A few appeared to have confused *Redaktion* with *Reaktion* and thus thought they were writing to the students to express their solidarity or otherwise.

Whilst some seemed prepared for the topic, they included some irrelevance in their response e.g. whether studying is really worth the effort, graduating to be find only unemployment etc.

The majority of candidates had clearly been taught how to write formal letters, although many continue to struggle with *Sehr geehrte Damen und Herren* e.g. *geharte/gehurte* and some forgot to 'sign off' at the end.

Bullet point 1:

Surprisingly, not all candidates dealt with the first point satisfactorily. Some just did not state who they were or why they were writing, others seemed not to have read or understood *Sie haben vor, an einer Uni zu studieren* and wrote that they were already studying at university, rather than planning to go to university.

On the other hand, many started off well with *Ich möchte mich vorstellen* or similar and continued to write a succinct introduction, stating briefly who they were and why they were writing. It was not necessary to go into great detail here, and those who did arguably wasted valuable words.

Bullet point 2:

Those home candidates who went beyond the stimulus made mention of the recent changes or developments in England e.g. the rise in tuition fees to £9000 and the overall cost of going to university, including rent and daily living, the fear of debt and having to pay back huge student loans with interest, as well as the credit crunch in general. Others went on to develop the point that the student loan has to be paid back only if one reaches a certain income or to draw a correlation between the rise in student fees and the expectations of students for a better education.

Some candidates used information in the stimulus such as *lange Tage, Zeitmangel und viele Prüfungen* etc as a starting point but went on to expand on these concepts using their own German. Some less-able candidates, perhaps, tended to rely heavily on the stimulus text or to personalise too much by referring to siblings at university and their experiences. Some irrelevance crept in when candidates included information about the benefits of a university education in general or gave an opinion on the bad situation outlined in the stimulus.

Bullet point 3:

The majority of candidates gave their support to the protests, often with the proviso that protests should be peaceful and not involve violence of any kind. The following ideas were offered as justification for protests.

Protests are the only way to achieve change and to make politicians listen and understand how serious the situation is for students.

Highly-qualified graduates are important for the future of our country: they are tomorrow's professionals, crucial to the country's economy and to helping us out of the current economic crisis.

Students have no guarantee of a job after university.

The university system should be better if it costs so much.

The right to demonstrate and freedom of speech are democratic rights.

On the other hand, some candidates argued that protests are useless and a waste of time as they rarely change anything. Such candidates referred to the global financial crisis and recognised that the government is acting in this context and so has to increase fees. Many argued that it is unreasonable to complain about the length of the day or number of exams as one should expect to have to work hard at university.

Bullet point 4:

Most suggestions here were drawn from stimulus: *mehr Professoren, mehr/bessere Seminare und Vorlesungen, billigere Bücher* without suggesting how these can be achieved.

More developed points included *Studentensteuer/Unisteuer einführen, mehr Geld in Unis investieren, Stipendien für ärmere Studenten* etc.

Suggestions were also made for more online lectures and that students should be assisted in working part-time to help finance their studies. A small number of candidates advocated reducing student numbers by abolishing less important/useful degrees and/or universities, so allowing finance to be concentrated on a smaller number of students.

Language

Choice of lexis led to lack of clarity e.g. *die Stadt* instead of *der Staat*, *höflich/höfflich* for *hoffentlich*, and *Stunden* for *Studenten*, hence *Stundenlohn* (as well as *Studentenlohn*) for student loan, presumably, although a number of candidates did use *Stipendium*.

Protesten was very often used as a verb e.g. *Ich denke die Studenten sollen protesten*. As mentioned previously, *Redaktion* for *Reaktion* e.g. *Ich schreibe, um meine Redaktion von der Ausschnitt zu geben*. *Studienbedingungen* was misunderstood to mean something like *authorities* e.g. *Die Studienbedingungen sollten die Studenten hören*.

However, overall the lexis deployed was good and those more prepared students used e.g. *Audimax*, *BAFÖG*, *Bildungsangebot*.

Many candidates continue to struggle with genders, case, tense and word order e.g. *Es ist gut, dass das Bildungswesen haben die Studenten gehören*.

In general, candidates should bear in mind the need to communicate clearly. To this end, they need to focus on verb endings and making them agree with the subject of the sentence since failure to do so can impede communication. It was not unusual to read sentences such as *Ich heißt XXX und ich haben vor,...* Also they should try to remember that the present continuous and the simple present are expressed via the same form in German and that *ich bin schreiben* is a non-existent verb form and does not make sense. They should take care with high frequency past participles e.g. *gelesen* rather than *gelesen*. An incorrect use of possessive adjectives can also affect communication, so whilst *deine Zeitung* (rather than *Ihre Zeitung*) is incorrect in terms of register it will still communicate, *seine Zeitung* will not in the context and is confusing for the reader.

Zahlreiche Studenten protestieren gegen das Bildungswesen – mit Aktionen wie Demonstrationen und Sitzblockaden an der Uni.

Die Studenten kritisieren:

- ^{long days} lange Tage, ^{many subjects exams} Zeitmangel und viele Prüfungen.
- ^{high student fees} hohe Studiengebühren sowie alle Ausgaben wie ^{living costs} Miete, Lebenshaltungskosten, Versicherungen und Bücher. Das Studieren ist nur für diejenigen möglich, die sich die Kosten leisten können.
- zu wenig Professoren, ^{over-flowing lectures} überfüllte Vorlesungen und ^{seminars} Seminare: Studiengebühren haben die Studienbedingungen ^{hardly made better} kaum verbessert.

8 Sie haben vor, an einer Uni zu studieren. Sie lesen diesen Ausschnitt aus einem Zeitungsartikel. Schreiben Sie einen Brief an die Redaktion der Zeitung **auf Deutsch (200–220 Wörter)**, in dem Sie auf Folgendes eingehen:

- wer Sie sind und warum Sie schreiben
^{who you are} ^{what you're writing}
- wie die Situation für Studenten in Ihrem eigenen Land ist
^{how the situation for students in my own land is}
- Ihre Meinung zu den Protesten
^{my opinion on the protest}
- wie man die Studienbedingungen verbessern könnte.
^{how one the student quality of teaching could be better}

(30)

~~Name England 17. Hospitality Uni~~

~~writing because I saw the article~~

~~in England we have high fees, high living costs - like Germany~~

~~days aren't always long exams are (lots of exams.)~~

~~should definitely protest~~

~~it will become impossible soon - getting more & more expensive~~

Sehr geehrte Damen und Herren,

Zuerst möchte ich ~~mich~~ sagen, ich heiße ~~_____~~ und ich komme

aus England. Ich bin siebzehn Jahre alt und ich hoffe im September

zur die Universität studieren. Ich schreibe Ihnen, weil ich ~~einen Ausschritt~~

~~aus~~ ^{aus} einem Zeitungsartikel gelesen habe und ich weiß, dass dies ein

55

schwieriges und wichtiges Thema ist.

Die Situation für Studenten in England ist ~~sehr~~ ähnlich zu Deutschland.

Wir haben hohe Studiengebühren für ~~eigene~~ ~~vielen~~ ~~Universität~~ und

Lebenshaltungskosten sind auch erstaunlich hohe. Die Tage sind nicht

immer ~~langweiliger~~ ~~und~~ ~~extrem~~ ~~lang~~, ~~und~~ ~~mit~~ ~~den~~ ~~Lehrern~~ ^{aber wir haben nicht auch}

~~recht~~ ~~gering~~ ~~Lehrern~~

~~suchen~~ ~~mit~~ ~~den~~ ~~gelegentlich~~ ~~aus~~ ~~den~~ ~~Lehrern~~ ~~aber~~ Die Prüfungen sind

~~sehr~~ ^{sehr} ~~lang~~ und es gibt so viele! Ein Universität Kurs sind gelegentlich

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~~ein~~ ^{ein} ~~drei~~ ~~oder~~ ~~vier~~ ~~Jahren~~ und es gibt Prüfungen jedes Jahr.

Meiner ~~meiner~~ Meinung nach sollten Studenten richtig protestieren.

Wenn wir nichts machen, würde es bald nicht möglich für ~~den~~ Studenten

auf die Uni gehen, das es unglaublich teuer ist und es ist nur höheren

bekommen. Letzten Jahr, haben wir eine Proteste in England über

~~187~~ ~~188~~ ~~189~~ ~~190~~ ~~191~~ Studiengebühren gehabt, ~~aber~~ ~~die~~ ~~Regierung~~ ~~haben~~ ~~nichts~~ ~~gemacht~~ ~~haben~~. ^{nach} ~~191~~

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Paper Summary

- a) 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 in any case and will pave the way for the translation in A2 Unit 4.
- b) Candidates should be familiar with the various marking principles detailed in this report. This will help to maximise performance.
- c) Basic grammatical knowledge remains essential. This is evident in section C: Writing, of course, 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).
- d) Sufficient time must be accorded to Q8 since 30 of the total 70 marks are allocated to this question.
- e) It is crucial to the content mark in Q8 that each bullet point is addressed directly and fully. Examiners would recommend that the bullet points be addressed sequentially.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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