

Mark Scheme (Results)

Summer 2010

GCE

GCE German (6GN04) Paper 1

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Section A: Translation

Question 1

Q.	English	German	Acceptable Answers	Reject
1.	Karin's parents	Karins Eltern (NO apostrophe)	Die Eltern von Karin Die Eltern der Karin	
2.	had told her	hatten ihr gesagt, (COMMA needed)	erzählt	haben.. gesagt sagten
3	that she should	dass sie.....sollte (Word order must be correct)		soll
4	never start	niemals beginnen	nie anfangen	
5	drinking alcohol	Alkohol zu trinken	konsumieren	
6	While she and her friend	Während sie und ihre Freundin	Bekannte	Freund Als
7	were discussing this	dies ...besprachen, (Word order must be correct)	das, dieses diskutierten, besprochen haben, diskutiert haben,	
8	at school	in der Schule (w.o MUST Be correct)	an, auf der Schule	
9	last Thursday	letzten Donnerstag (Word order must be correct) THEREFORE letzten Donnerstag in der Schule besprachen,	vorigen Donnerstag (If word order only mistake 1 mark should still be awarded)	
10	they both decided	entschieden (sie) sich beide, (comma NOT essential)	haben (sie) sich beide entschieden, entschlossen (sie)sich beide, haben (sie) sich beide entschlossen, beschlossen (sie) (sich) beide, haben (sie) (sich) beide beschlossen,	
11	to improve their lifestyle	ihren Lebensstil zu verbessern.	Ihre Lebensart Ihre Lebensweise	Ihre
12	If I did	"Wenn ich....triebe, (word order must be correct)	treiben würde, machen würde, machte,	
13	more Sport	mehr Sport		

14	I would feel	würde ich mich...fühlen," (mich MUST be included) (word order must be correct)	fühlte	
15	a lot better	viel besser		
16	explained Anja	erklärte Anja	hat A erklärt	
17	They wondered	Sie fragten sich	haben sich ...gefragt (word order must be correct) haben sich überlegt überlegten sich	
18	what else	was (sonst) (noch) sonst OR noch OR both	auch noch	auch by itself
19	could be done	gemacht werden könnte	getan	An active verbal construction
20	I'll eat	"Ich werde ..essen (word order must be correct)	verzehren zu mir nehmen	
21	lots of fruit and vegetables	viel Obst und Gemüse		Früchte Gemüsesorten
22	and jog	und ...joggen (gehen)," (word order must be correct)	laufen (gehen)	
23	three times a week	dreimal in der Woche	drei Mal dreimal die Woche	drei mal
24	said Karin	sagte K	hat K gesagt (word order must be correct)	
25	Anja promised	Anja versprach	hat..versprochen	
26	she would walk	sie würde zu Fuß...gehen (word order must be correct)	werde laufen (If laufen used and zu Fuß is missing still give the mark) ginge liefe subordinate clause with dass	
27	to school	in die Schule	zur Schule	
28	whenever possible	wenn (auch) möglich	Could go before zu Fuß (26) or at the end	wenn es möglich ist
29	instead of going	statt...zu fahren	anstatt	

30	by bus	mit dem Bus (word order must be correct)		nehmen
Spelling errors and omission of essential accents would render a section incorrect. If a candidate gets the upper/lower case incorrect this is only penalised once. A comma is not required before an infinitive clause. The omission of a comma or speech marks is only penalised once.			Mark 10	
30 marks divided by 3				

GENERAL

Word count

Titles, direct quotes (ie in inverted commas), bibliography, proper nouns and footnotes do not count in the overall word count.

A mark of 0 in any of the mark grids results in an overall mark of 0. To access QoL marks, candidates must have achieved at least 1 mark in the other two grids. An essay with an overall mark of 0 must be sent to review for PE/TL to review.

Essays that are too long

Stop reading at the end of the sentence after 270 words.

Essays that are too short

Self-penalising under the mark grids.

Section B: Creative or Discursive Essay - Creative Writing

Question Number	Answer	Mark
2(a)	The image depicts a policeman with a police car and two ladies standing by a car behind him. Some sort of plausible story involving all of these characters would be expected. The title 'Die Polizei kommt an' would also need to be exploited. Any logical development could be a conversation or a story.	(45)

Question Number	Answer	Mark
2(b)	This should be a continuation to the story. The narrator may have won the lottery or just missed out by one number, or once again got not one number! There should be a clear indication of why the person could not believe it! (sounds like Victor Meldrew!!) Any reasonable creative story is relevant.	(45)

Question Number	Answer	Mark
2(c)	Candidates should structure the newspaper report with the appropriate style. They should be sure to include references to family difficulties and cover what may have happened on the day of the wedding. The article is likely to contain references to the problems facing young Turkish-German couples in Germany.	(45)

Section B: Creative or Discursive Essay - Discursive Essay

Question Number	Answer	Mark
2(d)	Candidates must present a balanced argument both for and against the development of a single European language. They could consider the loss of national identity and other cultural issues on the one hand and the economic and other advantages on the other.	(45)

Question Number	Answer	Mark
2(e)	Candidates should present a balanced argument about the pros and cons of holding a big sporting event such as the Olympics or the World Cup. Others could well be covered. Arguments could include the economic advantages and the international status of a country such as China in 2008 as well as the costs of staging it on the other side - such as London 2012.	(45)

Question Number	Answer	Mark
2(f)	Candidates should outline the advantages of reading in order to improve the imagination as well as other intellectual advantages as well as the way in which a film can put a book in a much 'user friendly' visual context.	(45)

Question Number	Answer	Mark
2(g)	Candidates should explain what they understand by Ausländer and then outline the advantages of immigration, from an historical or contemporary context or both and also look at problems caused by people leaving their homelands in their home countries too.	(45)

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 target language - creative and discursive (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, e.g. 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

Question Number	General	Mark
3	<p>Word count Titles, direct quotes (ie in inverted commas), bibliography, proper nouns and footnotes do not count in the overall word count. A mark of 0 in any of the mark grids results in an overall mark of 0. To access QoL marks, candidates must have achieved at least 1 mark in the other two grids. An essay with an overall mark of 0 must be sent to review for PE/TL to review.</p> <p>Essays that are too long Stop reading at the end of the sentence after 270 words.</p> <p>Essays that are too short Self-penalising under the mark grids.</p>	(45)

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 lapses.
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.

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