

Examiners' Report
June 2013

GCE German 6GN04 01

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Introduction

In this paper the candidates are required to answer questions in three different sections:

- Question 1. A translation into German.
- Question 2. A creative or discursive essay in German.
- Question 3. A research-based essay in German.

Candidates are free to organise the time as they wish, although it should be remembered that the second and third questions are worth 90% of the marks available.

Under the mark scheme there is a maximum of 100 marks.

10 marks are awarded for the translation.

45 marks are awarded for the language essay. 10 marks are awarded for range of language, 5 marks for accuracy, 15 marks for understanding and response and 15 marks for organisation and development.

45 marks are awarded for the research-based essay. 30 marks for reading, research and understanding, 9 marks for organisation and development and 6 marks for quality of language.

The paper is marked positively, using the criteria and the mark scheme published in the specification.

The translation produced results which indicated a slight improvement from the previous year. A mark of 0 was not reported by any of the examiners and a mark of 10 was more common this year. An improvement of one or even two marks overall was probably the final outcome.

The option 2a was the most popular choice among candidates and 2c was the least popular.

The discursive essay produced a wide range of responses, 2e and 2g being the most popular. Most showed some or much knowledge of the topic and remembered to structure the essay correctly. It should be noted that a discursive essay should cover both sides of the argument in a balanced way. Essays which only discuss one side of the argument can only score a maximum of 9 for Response. It is also not considered appropriate to include the candidate's personal viewpoint as part of the introduction. This should be given once the two sides of the argument have been discussed.

It may help to remember the following:

- Einleitung – These – Antithese – Meinung – Schluss.

The most popular choice for the research-based essay was once again Literature and Arts, followed by History, Geography and Modern Society.

Despite warnings in previous reports as well as a reminder on the paper itself, this year, in the Geography option, chosen regions included Edinburgh and London. Many essays in this section failed to score because the candidate did not mention any Persönlichkeiten, as stated in the question.

Modern German Society, as stated in the RBE guide, is post 1990. One essay in this section was based on the early 20th century, and others did not discuss social issues.

Geography and Modern Society were the least well done and showed the least amount of research.

Rejected books and films this year included *Untouchable* (French), *Skyfall* and a Scandinavian crime novel.

Only works originally written or filmed in German are acceptable.

To summarise:

- Centres must note that is a requirement of the specification that candidates should only choose German language films or books as well as German-speaking regions. The definition of modern German society is post 1990.
- It should be noted that answers must be rooted in German Society; essays which are not, will fail to score marks.
- The following report, looking at each individual question, is intended to help centres to prepare for the examination in 2014.

Question 1

All candidates attempt this question, which tests the knowledge and understanding of German grammar and the range of known vocabulary. This year the translation was based on time spent in Austria. It seemed to be somewhat more accessible to the candidates who scored better overall than in previous years. Of course, centres may well be preparing candidates better each year as they get used to this type of question.

The translation is divided into 30 sections, and given 1 mark each. This mark is then divided by 3 to give a final mark out of 10. Some sections are quite demanding, whilst others are straightforward. This is done intentionally so that all abilities can score in this question.

1. This was often well answered although the correct spelling of 'letzten' proved a challenge for some (eg 'letzen').
2. There were many correct answers. Some tried to get around it by using 'bin ich ... geblieben' or 'war ich.'
3. The most common error was 'ein Monat'.
4. Several candidates fell down on 'Vienna' writing 'Vien', while most could give 'at school in' correctly.
5. 'Die Unterrichte' or 'Die Unterrichten waren' was quite common, otherwise this was well answered.
6. This was accessible to the most candidates, although several misspellings of interessant were evident. A number also lost the mark by giving 'sehr' instead of 'ziemlich'.
7. Most candidates were able to render 'although' correctly but a good number lost the mark by giving 'könnte' instead of 'konnte'.
8. Most candidates scored this point, although a number lost it by putting it in the past ie 'nicht immer verstanden habe/ verstand'.
9. Most candidates could score here. It was also acceptable of course to write 'die Lehrerin'.
10. 'Die Österreicher' proved challenging to spell correctly for many; most common mistakes included: 'Die Östereicher' or 'Die Österreichen' although most candidates knew 'sprechen'.
11. 'Akzent' proved the most challenging word here, 'Accent' or 'Dialekt' were common errors.
12. A good number of candidates were able to render this correctly, the most common error being 'ich hätte ... gegangen'.
13. This was probably the most accessible point for all candidates, most giving 'ins Kino'; others produced 'zum Kino'.
14. This was quite well answered; common errors: 'öfters' and 'mehr oft'.
15. This was well answered although a few lost the mark by giving 'hätte'.
16. This point was accessible to most candidates and usually well answered.
17. Many were able to answer correctly.
18. This was often well answered, 'sicher' being probably the most common.
19. 'mein deutsch' 'meine Deutsch' were probably the most common errors.

20. An even spread of 'da' and 'weil' was noted but also unfortunately quite a few 'als'.
21. 'ist' was the most common answer and most candidates scored this point.
22. 'in der Nähe' 'nahe zu' and 'neben' were common errors here although a good number were able to render it correctly.
23. Most candidates knew 'Berge' but several were unable to give it in the correct form, whether genitive or dative after 'von'.
24. 'konnte ich' was known by most candidates.
25. A large number lost the mark here for either 'skifahren' or 'Ski-fahren'.
26. Examiners saw quite a few 'Wochende' and also 'an den Wochenenden'.
27. 'Ich hoffe' was known by most candidates.
28. Several failed to translate and gave answers such as '(ich hoffe) ich werde Österreich besuchen' or 'ich hoffe, dass ich'. Candidates may not paraphrase.
29. 'in der Zukunft' was largely well known, although examiners did see a few 'in die Zukunft' or 'in Zukunft'.
30. Most candidates were able to produce this and in the correct word order.

Here is an example of a good translation.

Question 1

Translate the following passage into German.

Last February I spent a month at school in Vienna. The lessons were usually quite interesting, although I couldn't always understand the teacher. The Austrians speak with a strong accent. I would have gone to the cinema more often, but I didn't have enough time. That would certainly have improved my German. As the city is close to the mountains, I was able to go skiing at the weekend. I hope to visit Austria in the future with my parents.

Letzten Februar habe ich einen Monat in einer Schule
in Wien ~~gebra~~ ^{verbrachte} verbracht. Die Unterrichten waren
normalerweise ziemlich interessant, obwohl ich den Lehrer
nicht immer verstehen konnte. Die Österreicher sprechen
mit einem starken Akzent. Ich wäre öfter ins Kino
gegangen, aber ich hatte nicht genug Zeit. Das
hätte mein Deutsch auf jeden Fall verbessert.
Da ~~As~~ die Stadt in der Nähe von den Bergen liegt, konnte
ich am Wochenende skifahren gehen. Ich hoffe, Österreich
in der Zukunft mit meinen Eltern zu besuchen.



ResultsPlus Examiner Comments

The candidate is able to translate the passage very well. It is not perfect, including the wrong usage of Unterricht, and the final few words needed to be clearly split. Marks will be lost for putting two words together incorrectly or also splitting words incorrectly.

This candidate does write neatly, which is very important in this question.



ResultsPlus Examiner Tip

Write as neatly as possible. Make sure the examiner can distinguish between certain letters, such as an n, m or r as an adjectival ending. Remember to use capital letters correctly.

Here is an excellent translation.

SECTION A: TRANSLATION

Question 1

Translate the following passage **into German**.

Last February I spent a month at school in Vienna. The lessons were usually quite interesting, although I couldn't always understand the teacher. The Austrians speak with a strong accent. I would have gone to the cinema more often, but I didn't have enough time. That would certainly have improved my German. As the city is close to the mountains, I was able to go skiing at the weekend. I hope to visit Austria in the future with my parents.

Letzten Februar verbrachte ich einen Monat an einer Schule in Wien. Der Unterricht war. Die Unterrichtsstunden waren normalerweise ziemlich interessant, obwohl ich nicht immer den Lehrer verstehen konnte. Die Österreicher sprechen mit einem starken Akzent. Ich wäre öfter ins Kino gegangen, aber ich hatte nicht genug Zeit. Das hätte bestimmt mein Deutsch verbessert. Da die Stadt nah an den Bergen ist, konnte ich am Wochenende Ski fahren gehen. Ich hoffe, dass ich Österreich in der Zukunft mit meinen Eltern besuche. Österreich in der Zukunft mit meinen Eltern zu besuchen.



ResultsPlus
Examiner Comments

This is an excellent response which scored full marks.



ResultsPlus
Examiner Tip

Write neatly, think carefully and do not paraphrase.

Question 2 (a)

This question required the candidates to write a creative essay based on a picture of a group of friends out in the countryside. Any development of the story was acceptable as long as the story included references to these individuals and the fact that they had been out walking in the countryside. It is not expected that stories will become too fanciful but at the same time not dull.

Some very creative, detailed accounts were submitted. Candidates wrote of walking in the mountains with friends, enjoying the beautiful scenery with friends, including nature descriptions and descriptions of the scene in the image where the friends stop to rest, have refreshments and admire the view. Some stories included an unexpected element and in some cases were rather unlikely.

Here is a fairly typical example of responses to this question.

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

Letzte woche in den Bergen haben drei Freunde eine perfekte Tag gehabt. Es begann mit 7 Uhr, in der Nähe von Chamonix, Frankreich, auf eine schöne, warme Frühlingmorgen. Sie wollten das "Tour du Mont Blanc" spazieren, das ein 100km-lang durch die Französischen und Italienischen Alpen ist. Normalerweise dauert es drei oder vier Tage, wegen das schwieriges Berg-Umwelt. Aber heute, war es anders. Die drei Freunde, Jan, Jonas und Anna, haben ein 50km teil des Tours ~~gen~~ gewandert. Jonas (28) hat gesagt, dass es sein "ersten Tag in den Bergen diesem Jahr" war, und wie ein Tag!

Jan (36) ist das älteste des Gruppens, und scheint ein ^{bisshu} "wie die Lehrer," zu seine Freunde. Anna (26) hat gesagt "er ist seit 1999 ein Profi-Bergsteiger, und hat mich [?] Jeder gelehrt

Ohne ~~das~~ [Jan], werden wir nie ein Hälfte des Tours in einem Tag spaziert haben :))

Es war, ohne Zweifel, eine der glücklichsten Tage ~~was~~ in Geschichte für diese 3 Freunde. Weil, nur eine Stunde nach sie gepasst haben, gab es eine grosse Felsfalle, direkt über den Weg. Sie war das letzte Gruppe durch diesen Weg dieses Jahr.

Deutlich war das eine ~~tot~~ tolle Ereignis für die 3 Freunde, mit ~~50~~ fünfzig Prozent Professionalismus, und fünfzig Prozent ~~glück~~ Glück.

Jan hat gesagt "ich ^{immer} handele die Berge mit Respekt, und ich hoffe, dass sie ~~respektiert~~ ^{respektiert} mich zurück. Letzte Woche war ich richtig... Nächste Woche, vielleicht nicht! Wir werden sehen :))

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ResultsPlus

Examiner Comments

This essay was an example of a fairly typical one submitted. The candidate makes a good attempt although the content here is a little pedestrian and could have been a bit more adventurous.



ResultsPlus

Examiner Tip

Use your imagination to write an interesting essay without becoming too unbelievable.

Question 2 (b)

This question required the candidate to create a story based on a flood. The fact that it had been raining all night and the water was starting to come under the door should allow the candidate to write something quite exciting and possibly full of tension.

There were some very good submissions although a significant number just wrote about having to wade through the water in the house or about floating furniture.

Here is an example of a creative essay which is perfectly satisfactory but again rather pedestrian.

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

Es regnete die ganze nacht. Am nächsten morgen begann das Wasser unter der Tür ins Haus zu fließen. Es war noch sehr früh. Ich lag noch immer ins Bett, hab kaum noch die Augen auf gehabt wo ich gemerkt hab das irgendwas nicht stimmt. Ich könnte fließendes Wasser hören. Ich ^{machte} dachte ^{gebanke} mir ob ich wohl den haan in der letzten nacht richtig geschlossen hab. Woher kommt das ganze Wasser denn her. Ich stieg aus meinem Bett aus um nach zu schauen. Ein blick aus dem fenster und ich sah wie die ganze ~~stade~~ stadt unter wasser war. ~~Wassersich~~ wassersich, so was hab ich auch nur im fernsehn gesehn. Ich hatte angst die tür zu öffnen, denn meine füsse ~~waren~~ standen jetzt im wasser.

Obwohl das Wasser nicht so hoch war hatte ich einfach angst. Meine ganze möbeln wären zerstört, und die wasser doch noch gar nicht auf. Wer wird das alles bezahlen dachte ich mir. Ich machte die tür auf und sah aus meinem schlafzimmer wie mein ganzes wohnzimmer fußboden unter wasser lag. & plötsch plötzluch klingelte es & an der tür. Mit großer mühe machte ich mich auf dem weg zu der tür. Da stand ein mann in einem regen mantel und ein schirm und reichte mir in einer eile ein zettel und dann verschwindete. Ich las was im zettel stand. 'Achtung: Alle bewohner sollten sich beruhigen denn es ist kein grund zu panik. wir haben die situation unter kontrolle. Ziehen sie sich warm an und machen sie sich auf dem weg zu ~~ihrem~~^{ihrer} nächster kirche?' und genau dass machte ich. Doch ohne panik ging dass bestimmt nicht. Ich war anreise, mir war kalt, ich hatte hunger und hatte angst. Was sollte wohl jetzt passieren.



ResultsPlus Examiner Comments

A satisfactory essay but surely the idea of the water starting to flow under the door needs to be exploited. Firstly the essay suggests this was not actually witnessed, but, considering some of the true events depicted in recent floods across the world, this could have been made more exciting.



ResultsPlus Examiner Tip

Where appropriate try to make the essay exciting and fun to read!

Question 2 (c)

This essay, as in previous years, was chosen by the fewest candidates. Those who did choose it were able to produce some very good responses. Candidates needed to write about the events following the birth of four babies to a family in Dresden and how the lives of those involved had evolved in the period since the births.

In most cases a realistic description of life with four babies including a convincing account of the stresses and exhaustion of full time care for four small children was given. Sometimes the candidates did forget that this needed to be a newspaper report and used the wrong register of language.

One candidate thought the father of the family was Robert Koch.

This creative essay is a satisfactory attempt once again, although a little pedestrian.

Question 2 (a)

Question 2 (b)

Question 2 (c)

Question 2 (d)

Question 2 (e)

Question 2 (f)

Question 2 (g)

Vor genau zwei Jahren berichteten wir über die Frau, die ~~ne~~ nicht Zwillinge, auch nicht Drillinge, sondern vier Vierlinge auf die Welt brachte. Alle vier Kinder waren gesund und ganz Deutschland hat sich für sie gefreut. Erinnern Sie sich? Heute setzen wir die Geschichte fort. Wir haben ^{ihr nämlich} ~~Sie~~ ~~gestern~~ einen Besuch abgestattet. ~~und hier lesen~~

Wir sind glücklich Ihnen zu ^{mit zu teilen} ~~berichten~~ zu ~~berichten~~, dass Moritz, Felix, Timo und Max alle noch gesund sind. Naja fast. Moritz hat Windpocken. Vor circa zwei Monaten, ~~haben~~ wurden sie an ~~dem~~ ^{den} Kindergarten, ~~die~~ Kita Osterbrock, in Ost Dresden angemeldet. „Sie machen ^{uns} keine Probleme“

und ~~machen~~ ^{haben} immer sehr schnell Freunde gefunden,
erzählt ^{berichtet} uns ein Erzieher.
44-53

Wie ist der allt-Alltag für die Familie?
An Spaß wird es ~~es~~ für die Jungs ^{sicherlich} sich nie
mangeln. Keine Frage. „Es ist anstrengend,
aber man gewöhnt sich dran“, ~~erzählt er~~
zählte uns die ~~14~~ vierzehn ~~14~~ vierzehn Jahre alte
Schwester. Die Mutter ~~erzählt~~ ^{erzählt}, dass es
gerade anstrengend ist, weil sie noch Säuglinge
sind aber gleichzeitig nicht so anstrengend ist,
weil sie noch Säuglinge sind. Sie lacht.

~~Ihre Begründung~~ ~~ist~~ ~~war~~ Sie erzählte uns:
„Wenn ein ^{das} Baby in der ^{Mitte} ~~Mitte~~ der Nacht ^{entfernt zu werden} ~~auf~~,
wachen alle ^{und fangen an zu weinen} auf ^{und} wir müssen sie alle
beruhigen. ~~Man~~ Man läuft ~~4~~ ~~Schau~~ vier Schenkelpf
das ~~die~~ vierfache an Windeln und alles andere
vier mal mehr als normaler Weise. ~~Dafür~~
~~haben~~ Sie ^{haben} noch nicht angefangen sich zu ^{zu} ~~zu~~ ~~streiten~~
und zu kämpfen, was sie sicherlich in paar
Jahre ~~Anfangen~~ ^{werden} ~~wird~~ ^{anfangen} ~~wenn~~ sie ~~für~~ sich
alleine ~~denken~~ können.“

65
~~Das~~ ~~tägliche~~ ~~Leben~~ ~~baut~~ ~~den~~ ~~Eltern~~ ~~so~~ ~~ab~~, ~~dass~~
man ^{im} ^{tägliche} ^{Leben} ^{kommt} ^{man} ~~„dumm“~~ ~~angeht~~ ~~angeguckt~~ ~~wird~~, ~~weil~~ ~~man~~ ~~über~~
alt mit ~~vier~~ ~~gleich~~ ~~aussehenden~~ ~~Kindern~~.

~~verläuft und dass man halt immer eine halbe Stunde länger braucht wenn man irgendwo hin geht.~~

Wie Sie ~~sie~~ ^{das vereinfachte} sehen ^{kommen mit} sind vier ^{mit} Kindern, ~~mit~~ vier ^{von der stress} Kinder sehr ^{viel} Stress. ^{Dennoch} ^{scheinte} ~~scheinte~~ die Familie sehr glücklich zu sein, als wir sie ~~besucht~~ ^{haben} besucht. Danke für das Lesen dieser Zeitung und der Bild und vergessen Sie nicht morgen die nächste ~~Gesch~~ ^{Beichte} Beichte zu lesen wo wir über ~~Ausländisch~~ Familien in Deuts. den nächsten Bericht zu lesen.

~~200 Wörter~~ 262 Wörter 267 Wörter



ResultsPlus

Examiner Comments

The essay has correctly been written as a newspaper report although rather simple in style. The candidate could possibly have looked at more serious issues as well as the great joy a family with four babies would feel, possibly focusing on things like one child having chicken pox. This could have been better developed.



ResultsPlus

Examiner Tip

Remember that you must use the style of a newspaper report and also make the essay as interesting as possible. Would you be genuinely interested in reading your report?

Question 2 (d)

The first choice of discursive essays required the candidate to evaluate whether or not the younger generation shows respect to the older one.

There was a range of interpretation of the concept of the older generation, some interpreted it as their parents' generation, while others as elderly people. Many candidates were able to give a balanced view.

For:

- TV and media in general present a negative view of older people.
- Respect is not taught or modelled by parents and not valued as a quality today.
- Young people feel they have less and less in common with older people, with advances in technology causing an ever-increasing divide between the generations.
- Young people often ignore or even mock older people.
- There is a relaxation of moral values and increased freedom in what is viewed as acceptable behaviour.
- Young people are not showing respect for anyone, as they have not learnt it and they are too absorbed in their own lives and concerns to be interested in old(er) people.
- It is normal for young people to challenge their parents' authority.
- There is an obsession with celebrity culture, where there is little place for older people.
- Some young people are violent towards or steal from older people, whom they see as easy targets.

Against:

- Young people do demonstrate respect for older people by volunteering for charitable organisations, visiting old people's homes.
- Many young people would offer up their seat on public transport or assist an older person in a public context.
- Old people are often negative about young people, do not try to understand them and dismiss them. This does not foster respect.
- In other (non-Western) cultures older people are respected and highly valued. In our multicultural society we observe this and are being influenced by it.
- It is only a small group of rebellious young people who do not respect older people, most young people do show respect.

Quite a few got distracted from the title and tried to diagnose the problem or offer solutions, rather than addressing the question of whether young people respect older people or not.

Question 2 (e)

For this essay, candidates were expected to write about the pros and cons of the budget airlines.

Again, often well balanced essays included a range of the following points:

Pros:

- Air travel and holidays abroad are accessible to far more people.
- This in turn creates jobs both at home and abroad.
- Benefits of travel- include experiencing another culture, language, people etc, even combatting xenophobia.

Cons:

- Budget airlines offer poor service, uncomfortable seating, expensive refreshments.
- There are hidden costs, such as taxes and baggage.
- There is a question mark over safety of the aeroplanes.
- There is a negative impact on the environment from massive increase in number of flight.
- Some areas swamped with tourists which is bad for the local environment.

Here is an example of an essay which was fairly satisfactory but with significant weaknesses.

Question 2 (a) Question 2 (b) Question 2 (c)
Question 2 (d) Question 2 (e) Question 2 (f)
Question 2 (g)

(blessing) segen	Fluch (curse)
<p>* Wirtschaftskrise → Leute haben nicht genug Geld.</p> <p>* Billigfliegern bedeuten, dass mehr Leute nach Urlaub fahren können. Urlaubs sind gut für die Gesundheit.</p> <p>* Gut für Arbeits → Leute können mehr Gut für Leute die in Europe arbeiten wollen.</p>	<p>* schlecht für die Umwelt ↳ mehr Treibhausgase</p> <p>* Die Regierung muss mehr Geld verschwendung, die Flughäfen zu verbessern</p> <p>* wenn man * Wenn die Flugzeug sehr billig sind, ist es möglich, dass sie nicht gut genug Flugzeugen habe usw sie haben nicht genug Geld aus der zu spenden → Die Möglichkeit von mehr Flugzeug-Unfällen.</p>

Es ist klar, dass vielen Leuten sehr oft mit ein Flugzeug
fahren. ~~Das~~ Es ist ein ~~aktuelles~~ aktuelles Thema und man
muss fragen, ob Billigflieger ~~sind~~ gut oder schlecht.
sind.

Einerseits, ist es nützlich wenn man für weniger Geld
auf Urlaub fahren kann. Im Jahre ~~2012~~ 2013 ~~gab~~
haben wir eine Wirtschaftskrise. ~~Deshalb haben~~
~~Leute weniger Geld als in die Vergangenheit.~~
Wenn EasyJet oder German Wings billig ~~ist~~
sehr billig sind, ~~ist es immer möglich, dass~~ ^{haben} Leute
~~et~~ mehr Geld ~~haben werden~~. Dann können sie
dieses Geld ~~an~~ ^{für} andere Sachen ~~zu~~ benutzen ~~was~~
zum Beispiel mehr Bücher für ~~Kind~~ ihre Kinder ~~haben~~.

Billigflieger bedeuten, dass immer mehr Leute
nach Urlaub fahren könnten. ~~Mit viele Leute~~
Viele Leute ~~na~~ sind zu nervig und deshalb
brauchen sie zu entspannen. Wenn Leute
entspannend sind, sind sie gesunder. ~~und haben~~
sie mehr Energie für Sport oder andere Aktivitäten.
~~Es ist wichtig, dass Leute genug Zeit zu für~~
selbst haben ~~haben~~.

Billigflieger sind sehr ~~na~~ wichtig für Leute die

in Europa arbeiten wollen. Sie können einmal pro Woche nach Deutschland ~~es~~ fahren um zu arbeiten. Aber dann, weil EasyJet oder German Wings ~~billig~~ billig sind, haben sie genug Geld zurück nach Hause zu ~~gehen~~ ^{fahren}. ~~Es~~ Das bedeutet, dass Firmen können international ~~wirken~~ ^{arbeiten}.

Die Kehrseite davon die Medaille ist, dass wenn mehr Leute auf Urlaub mit Flugzeugen ^{100 €} fahren, ist es gefährlich für die Umwelt. Es produziert ~~mehr~~ ^{viel} Treibhausgas was ~~keine~~ zu ~~einer~~ Ozonloch ~~führt~~ ^{siegt} ~~führt~~. ~~Das~~ ^{ist} besonders für die Ozonloch gefährlich ~~ist~~. Wissenschaftler sagen immer wie schlecht ⁱⁿ Globaler Erwärmung ist und sie fürchten, dass Billigflieger ~~das~~ ^{dieses} Risiko ~~höher~~ ^{machen} werden.

~~Ferner~~ ~~müssen~~ Die Regierung ^{muss} mehr Geld zahlen, um die Flughäfen zu verbessern. ~~Als~~ ~~2012~~ ~~wenn~~ ~~Als~~ London die Olympischen Spiele ~~hatte~~ ^{haben}, haben mehr Leute mit Billigflieger geflogen. ~~Das~~ ~~bedeutet~~ ~~dass~~ ~~London~~ ~~heutzutage~~ sie mehr Geld benutzen ~~es~~ ~~haben~~. ~~Damit~~ ~~sie~~ ~~es~~ ~~viel~~ Einige Leute denken, dass die Regierung sollte mehr Geld für Schulen ~~oder~~ ~~sport~~ ~~Anlagen~~ benutzen, ~~nicht~~ ~~für~~ Flughäfen.

Wenn die Flieger sind zu billig, ist es möglich, dass die Firmen ^{sie} nicht genug Geld ~~haben~~ ^{um} für die Flugzeug zu schützen ^{zu} haben. Es ist möglich dass es ^{zu} mehr Flug-unfalls ~~entstehen~~ ^{führen} ~~wird~~ ^{man} was gefährlich für Leute sind! führen wird.

Alles in allem denke ich, dass Billigflieger sind gut und sehr nützlich für jede Person und die Wirtschaft. ~~aber ich ka- ich kann sehe die verstehe die Nachteile.~~

269 Wörter



ResultsPlus Examiner Comments

This essay is reasonable but tends to be rather lacking in substance. At the same time the arguments are inclined to veer off in different directions. The conclusion is very weak and really tells us nothing.



ResultsPlus Examiner Tip

Make sure that the arguments on each side of the discussion are balanced but also make sure that any conclusion you reach is backed up so that it has substance.

Question 2 (f)

This essay expected candidates to evaluate the pros and cons of a monarchy or a republic. Often only the British royal family was discussed. The better essays also focus on other types of monarchy, be it the model in a country like Sweden or in a country like Saudi Arabia.

Essays here were often more one-sided, but not always.

The main points made included:

Republic:

- This is a democratically elected form of government.
- The royal family is a cost to tax payer; money would be better spent on health and education.
- Royal family is irrelevant, outdated, the monarch is just a figurehead.
- The monarchy can provide negative role models.

Monarchy:

- Most discussed the value of the Queen and the Royal Family in Britain today, outlining the benefits to the economy from tourism, the positive sense of patriotism and belonging encouraged by such events as the recent Jubilee celebrations and royal wedding.
- A monarchy can provide positive role models.

Question 2 (g)

This question tended to be chosen by the less successful candidates but it did sometimes produce some good answers too. Some tended to write about their favourite pop stars without really addressing the question. The better ones looked at the trend towards manufactured pop stars and the use of auto tuning.

Pros:

- Pop stars must be talented if they are successful; it is a hard climate, since the Internet makes it even harder to make money as music is cheaper to buy.
- The stars who get through The X Factor or Deutschland sucht den Superstar (quite often referred to) have to go through a rigorous process and be chosen by a lot of people so must have some kind of talent.
- While many are manufactured there are also many who are genuine artists who are musically gifted and write their own music.

Cons:

- Modern technology means that pop stars' voices are manufactured and enhanced.
- Many stars rarely perform live.
- The desire for fame and wealth means that some will do anything to become successful.
- Many pop stars are successful because of their appearance rather than their talent.

Quite a lot of candidates:

- just presented one side of the argument, with hardly any structure; some of the arguments however were solid eg auto tuning
- were still lacking basic essay writing skills; often the opinion was stated at the beginning or in the middle of the argument
- only showed one side of the argument; development was faulty.

The quality of language all in all was quite good – it seemed that most students prepared well with appropriate 'essay language'.

Question 3 (a)

For this question candidates were expected to choose one or more personalities who are having or had an effect on the chosen city or region.

It should be pointed out that the specification makes it clear that people should be part of the research undertaken by candidates intending to answer this question. Unfortunately a significant number either did not mention any people at all or made up possible connections to the city, such as Hitler and Stuttgart. In order to be able to achieve a good mark for this question, and of course for any of the Research Based essay questions, candidates must have undertaken a significant amount of research in advance. It is expected that this will be undertaken throughout the whole of the A2 year.

Despite warnings in reports and also this year on the paper itself, some essays were not based on German speaking cities, examples this year being Edinburgh and Paris. These cannot of course be given any credit. A reminder that only regions where German is now an official language, or is widely spoken, may be chosen. In Europe the countries are Germany, Austria, German speaking Switzerland, Liechtenstein, Luxemburg, South Tyrol, Alsace and the Eupen region of Belgium. Namibia may also be chosen.

Candidates who wrote a general essay and did not focus on the question could not score highly, and if they failed to mention a personality they could not be given any credit. To score highly in this essay, candidates had to:

- identify a person linked to the area by name
- show that they had researched this person, by giving specific examples of his or her work, these examples would need to show details, for example dates, places, figures, statistics
- show the direct impact of this person's (or these persons') work on the area, if this impact was in any way exemplified or quantified, it made the essay much stronger.

For higher marks, reading must be demonstrated – anecdotal evidence is not at the level expected for A Level.

There were some excellent answers on Wien, Kiel, and the Bodensee but there were also some less well informed answers, for instance claiming that Luther came from southern Germany and had a major influence in Baden-Württemberg. In some instances, candidates mentioned 'a man' who had been 'very important' for his city and also had a monument in the square but we are never told what this person had done for the city.

Here is an example of the sort of essay which would be expected in response to this question.

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

„Berlin ist arm, aber sexy,“ laut Klaus Wowereit. Der charismatische Oberbürgermeister

Berlins hat die Entwicklung der Stadt im letzten Jahrzehnt wesentlich bestimmt.

In der Vergangenheit leisteten der vor 20 Jahren verstorbene Generalsekretär der

DDR Erich Honecker und der Diskjockey Matthias Rönigk genauso bedeutende

Beiträge zur Stadt ³²

Kurz bevor Klaus Wowereit 2001 zum Oberbürgermeister gewählt wurde, ⁽¹⁾ gab er

seine Homosexualität in der Öffentlichkeit bekannt. ⁽²⁾ Das hat vielleicht dazu beigetragen,

dass viele Berliner heutzutage tolerante Einstellungen Homosexuellen gegenüber haben. ⁽³⁾ Klaus

Wowereit strebt danach, die Arbeitslosenquote ~~in Berlin~~ zu senken. ⁽⁴⁾ z. B. hat er ein

Handwerkprogramm eingeführt, in der Hoffnung, dass manche Berliner dadurch

hochqualifizierter werden. ⁽⁵⁾ Persönlich halte ich seine Initiative für wirksam, weil die

Arbeitslosenquote aktuell sinkt. ⁽⁶⁾ Trotzdem ~~kan ich verstehen~~ ^{verstehe ich}, warum Klaus Wowereit

von der deutschen Presse für persönlich ~~dafür verantwortlich~~ ^{schuld daran} gehalten wird, ⁽⁷⁾ dass

Berlin jetzt 61 Milliarden Euro Schulden hat, ⁽⁸⁾ weil er ^{meines Erachtens als} Aufsichtsratsvorsitzender des in Bau

befindlichen Flughafens Berlin-Brandenburg ⁽⁹⁾ ~~daran hätte hindern sollen~~ ^{dafür verantwortlich ist}, dass die Kostenüberschreitung

dieses Projekts beängstigende Ausmaße erreicht hat. $52+106=138$

Der Beitrag Erich Muckers halte ich für bedeutend, weil er 1961 als Sicherheitssekretär des

Zentralkomitees der Sozialistischen Einheitspartei Deutschlands für die Errichtung der Berliner

Mauer mitverantwortlich war. ⁽¹⁰⁾ Deshalb ~~hat~~ ^{trug} er meiner Meinung nach dazu bei, dass Kontakt

zwischen Ost- und Westberlin eingeschränkt wurde und die zwei Teile sich anders

entwickelten. Meines Erachtens verstärkte er die Unterdrückung der Einwohner Ostberlins,

weil er als Generalsekretär selbst an Konferenzen vorschlug, ⁽¹¹⁾ dass Grenztruppen auf nach

Westberlin fliehende Ostdeutsche an der Mauer schießen sollten und ^{die Stasi} Andersdenkende

~~vom Minister von der Stasi vom Staatssicherheitsdienst überwacht~~ ⁽¹²⁾ überwachen lassen sollten.

$138+76=214$

Solch eine Einschränkung der freien Meinungsäußerung ermutigte den Diskjockey

Matthias Bönigk dazu⁽¹³⁾, ein Technomusikfest kurz vor der Wiedervereinigung zu veranstalten, das individuellen Ausdruck förderte und „die Loveparade“ genannt wurde.⁽¹⁴⁾

Dieses Fest gewann dermaßen an Beliebtheit, dass es 1999 eine Million Technomusikfans

nach Berlin lockte⁽¹⁵⁾ und das Bruttoinlandsprodukt der Stadt, deren Wirtschaft ~~immer damals~~ ^{damals}

relativ schwach war, um 1,1 Million Mark steigerte.⁽¹⁶⁾ Wie Politiker Klaus Wowereit und

Erich Honecker hatte dieser ^{Disco} auch einen bedeutenden Einfluss auf die Entwicklung Berlins.

☐

Fußnoten und Quellen

- 1) www.berlin.de - Regierender Bürgermeister
- 2) Berliner Morgenpost, 11. Juni 2001. Klaus Wowereit gab seine Homosexualität in der Öffentlichkeit bekannt, indem er „ich bin schwul, und das ist auch gut so“ an einer Parteikonferenz der SPD sagte.
- 3) www.focus.de - „Berlin, eine Herberge für Homos“
- 4) www.klaus-wowereit.de - ~~Haar~~ A
- 5) www.klaus-wowereit.de - „mein oberstes Ziel“
- 6) Laut des Bundesamts für Statistik Berlin-Brandenburg ist die ^{aktuelle} Arbeitslosenquote in der Stadt jetzt 13,1%, im Vergleich zu 13,3% im Dezember 2011
- 7) Berliner Morgenpost, 3. Januar 2013
- 8) Berliner Morgenpost, 3. Januar 2013
- 9) www.klaus-wowereit.de - Flughafen Berlin-Brandenburg
- 10) www.ddr-geschichte.de
- 11) www.ddr-geschichte.de
- 12) Hans-Michael Brey: Doppelstadt DDR

- 13) Berliner Morgenpost, ~~6. Juli~~ 6. Juli 2012: Interview mit Matthias Rönigh
- 14) Berliner Morgenpost, 6. Juli 2012: Interview mit Matthias Rönigh
- 15) Berliner Morgenpost, 6. Juli 2012: Interview mit Matthias Rönigh
- 16) Tagesspiegel, 16. Juli 1999: „1,1 Million Mark für die Hauptstadt“



ResultsPlus

Examiner Comments

This candidate has clearly researched the contributions of Klaus Wowereit and Erich Honecker to the city of Berlin. There is a nice and unusual introduction and the comments made are supported well with facts and figures.



ResultsPlus

Examiner Tip

A good essay on the geographical region cannot be written without much research. Anecdotal evidence will not suffice. This essay may well help to prepare candidates.

Question 3 (b)

For the history question this year candidates were asked to write about a specific year or years of importance for Germany or another German speaking country.

Some candidates had chosen a year, but had not gone into detail about what happened in this year. This was particularly a problem with those choosing 1933 and 1939. A typical essay on these years went along the lines of: 'Hitler came to power in 1933. This meant that the Second World War broke out. In the Second World War.....' Then there was a lot of information about the war which did not show good reading, but simply common or general knowledge.

Good essays in this section tended to:

- identify a year or years in the introduction, within the first 10 or 15 words, there was no need for a drawn out introduction
- give details of what happened in that year or years, showing research by providing names, dates, places
- explain the direct consequences of the events, as well as the wider significance, showing an understanding of how each particular event played a role in shaping Germany (or Austria, Switzerland etc). The best candidates stayed close to the details of the events and provided evidence that decisions for the future were based solely on particular events. They also differentiated between immediate and long term consequences.

There were a number of well-informed and well-structured answers on the following years: 1989/90, 1961, 1948/9, 1923 and 1648.

However, there were also some overly long answers, for example explaining the events of 1989 by going back two wars. Another candidate wrote how the entire Wall came down on 9 November 1989 and that this was now 'der Tag der deutschen Einheit' *'Und das war gut, denn jetzt konnten die Leute aus Ost und West ihre Arbeit wieder haben und sie konnten in ihre Lieblingsgeschäfte einkaufen gehen.'* Another candidate thought the Luftbrücke followed the Mauerbau and yet another one stated that the Russians built the Wall because Hitler did not like Communism.

Here is one of the better essays presented about 1933.

$$45 - 33 = 12$$

~~Das Jahr, 1933 das ich gewählt habe, ist 19.~~

~~Das Jahr 1933~~

~~19~~

~~1933 ist viel passiert.~~

Ich habe das Jahr 1933 ^{gewählt} ~~gewählt~~, denn es ist
dieses ~~das~~ Jahr, ^{das} ~~das~~ die Nazis an die Macht gekommen

Sind. März 1933 ist das sogenannte \gg Ermächtigungsgesetz \ll abgeschlossen, ^{was} ~~das~~ die Nazis totale Macht

erlaubte. Deutschland wurde ein Einparteiensstaat, und
87} ~~für~~ ^{dannach} wurde für 12 Jahre von Hitler und die Nazis

dominiert. Dieses Jahr war so wichtig, weil die
Nazis hatten zwei besonderen Ziele; ~~die~~ eine Volksgemeinschaft
zu schaffen, und mehr Lebensraum zu bekommen, und
diese Ziele ~~haben~~ hatten eine Wirkung nicht nur
auf die Deutschen, sondern auch auf ~~ganze~~ Europa.

34 Die Aufstiegs der Nazis 1933 hat eine große
Wirkung auf Innenpolitik, ~~weil~~ weil ihre Ideen sehr
anders als ~~ihre~~ die ~~vorhergehenden~~ Politiker vor ihnen waren.
1933 began die Nazis die Prozess der Gleichschaltung
in dem Anstalten nazifiziert ~~hat~~ werden sind.

Not all essays submitted were based on events in the 20th century, although more than 90% were. Here is an example of one which was really well written and is about events surrounding the Protestant Reformation and Martin Luther.

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

~~Ich habe die Zeit~~
 Plan 1517 → 95 Thesen → Religion, Soziale Teilung, Minderung der Macht der Katholischen Kirche, Ermächtigung der Bauern, Arbeitsethik, Glaubenskrieg
 → Soziale Teilung
 → Alleingeführte Herrschaft
 → Weitere kulturelle Effekten.

Ich habe die evangelischen Reformation im 15. Jahrhundert studiert. Mir scheint das Jahr 1517 ~~besonders~~ ^{besonders wichtig, wegen der} Veröffentlichung der "95 Thesen" von Martin Luther ^{Augustinermönch} in Wittenberg ~~besonders wichtig~~ ^{die} nicht nur ~~die~~ ^{veränderte} die deutsche Gesellschaft, sondern auch die ganze westlichen Welt.

Durch die Veröffentlichung der "95 Thesen" wurde eine neue Religion, Protestantismus, geschaffen. Daraus folgte gab es eine neue Art von sozialer Teilung, die vorher nur auf Reichtum begründet worden war. Als direkte Wirkung der Konkurrenz zwischen Religionsformen gab es ^{verschiedene} Glaubenskriege und Konflikte, die später zum Dreißigjährigen Krieg führten.

Zweitens hat Martin Luther ein alleingeführte Herrschaft getadelt, als er Kritik an der ^{Korruption und Bestechung der} Katholischen Kirche ausübte, und infolgedessen wurden die Bauern ermächtigt, die unausgeglichene Vermögensverteilung des Feudalsystems herauszufordern. ~~Sie konnten~~ In Memmingen, zum Beispiel, benutzten die Bauern ~~das~~ "das Wort Gottes", ~~als~~ ^{als} Besondere das Werk Luthers, als Rechtfertigung für ihre wirtschaftlichen Ansprüche ~~auf~~ ^{auf} die Verminderung ~~der~~

Quellen

95 Thesen - Martin Luther

Zwölf Artikel von Memmingen - Bann von Memmingen

Augsburger Reichs- und Religionsfrieden

www.planet-wissen.de

www.deutsche-revolution.de

www.uni-muenster.de



ResultsPlus

Examiner Comments

This is an example of a well planned essay which contains supportive material with an indication of future consequences as well as dealing with a slightly different period.



ResultsPlus

Examiner Tip

It is not necessary to focus on the 20th century, as the history of Germany goes back well before that. Look at other possible periods for your research.

Question 3 (c)

For this question candidates were expected to write about cultural changes in modern Germany. It should be remembered that modern Germany is defined in the Research Based Essay guidelines as post 1990.

This was easily the least popular option and was chosen by only about 3% of candidates. As with the Geography option, quite a few essays showed very little in the way of research and tended to rely on anecdotal evidence. Some essays did not focus on cultural events or were not about modern Germany. One essay looked at changes after the 1914-1918 war.

Much of what was offered was overwhelmingly anecdotal, and dealt very much with ideas like: people have no respect for the old, people do not play out any more etc.

This was a missed opportunity, as there have been changes in German culture, which are measurable, researchable, and which can be easily evaluated. Examples of things which had been expected were the changes caused by immigration, the changes in the German language or development of the arts. It should have been relatively straightforward to write an essay on this.

Question 3 (d)

This year candidates were asked to write about a theme in the book, play or film they had chosen.

Once again there were problems with the chosen work. This must have been produced originally in German and translated books or dubbed films are simply not acceptable and will not be given any credit. This year again essays were submitted on American books and films as well as the French film 'Untouchable'.

The Literature and the Arts option remains far and away the most popular and is chosen by about 70% of candidates.

Candidates generally recognised a theme, although there was some confusion over this at times. The evidence of the theme was varied – sometimes there was a lot of story-telling, which is not good. Quotes and specific examples of scenes are better evidence of the theme than recounting the entire story.

The most popular books/films were as follows:

Good Bye Lenin

Das Leben der Anderen

Der Besuch der alten Dame

Der Vorleser

These books and films were also noted this year:

Der Hahn ist tot

Ich fühl' mich so fifty-fifty

Jugend ohne Gott

Der gute Mensch von Sezuan

Die verlorene Ehre der Katharina Blum

Das Parfüm

Im Westen nichts Neues
Sansibar oder der letzte Grund
Sophie Scholl – die letzten Tage
Die Physiker
Die Welle
Das Wunder von Bern
Mutter Courage
Die Verwandlung
Der Untergang
Frühlings Erwachen
Die Wolke
Biedermann und die Brandstifter
Faust
Schachnovelle
Die Fremde
Die Entdeckung der Currywurst
'M'
Wir Kinder vom Bahnhof Zoo
Crazy
Die Fälscher

The majority of essays were satisfactory. The candidates had read the book or seen the film and understood it but sometimes their conclusions were a little shallow and often there was no evidence of a wider understanding.

In some cases there was an impressive list of secondary literature but this did not necessarily mean that the candidate had shown in-depth understanding of the work.

Some candidates selected three themes and wrote a bit about each one. Others wasted a lot of words on a lengthy introduction or explanation of the plot. A few had obviously not read the book and got the names and facts wrong (Katharina Blum was the lover of the murderer Tötges and therefore she got arrested).

There were some excellent essays on a variety of works. *Das Leben der Anderen* was generally very good and there were also excellent essays on *Good bye Lenin*, *Besuch der alten Dame*, *Jugend ohne Gott*.

The themes of some of the best essays were 'Ostalgie' in *Good bye Lenin*, 'Schuld' in *Der Vorleser*, 'Verrat' and also 'Tapferkeit und Feigheit' in *Das Leben der Anderen*. 'Geldgier' in *Der Besuch der alten Dame*.

Some of the less popular works continue to produce some impressive essays, as this one on Bahnwärter Thiel.

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

In der Novelle, Bahnwärter Thiel, verwendet der Autor Gerhart Hauptmann viele Themen, um seine Meinung zu diesen gegebenen Themen ~~auszu~~ zu äußern.

~~Beispiele~~ Beispiele davon sind die Liebe, der Verrat und die Familie. Trotz allem will ich während dieses Essays das Thema ~~mit~~ Technologie diskutieren.

Im späteren 19. Jahrhundert erlebte Deutschland eine industrielle Revolution. Die Industrie hat sich wirklich

schnell entwickelt, indem viele neue Fabriken zum Beispiel gebaut wurden. Zu dieser Zeit spielte die Eisenbahn eine wichtige Rolle, Produkte und Rohstoffe sowie Geschäftsmänner zu transportieren.

Im Bahnwärter Thiel stellt Hauptmann die Züge als übel dar. Sofort am Anfang der Novelle erfahren wir, dass Thiel ein sehr gläubiger, ^{sogar} frommer Mann ist. Er geht ~~zu~~ „allsonntäglich in die Kirche“ außer als er verletzt war, weil eine Flasche „aus einem Zug geworfen“ wurde und auf seinen Kopf landete.

~~A~~ Jedoch am wichtigsten sehen wir fast am Ende der Geschichte, wie ein Zug Thiels Sohn überfährt. Der Sohn, Tobias, spielt auf den Gleisen, ~~es~~ aber er merkt nicht, vielleicht wegen seiner geistigen Krankheiten,

Zum Schluss äußert Hauptmann durch die Novelle
seine ~~nat~~ naturalistischen Ansichte klar. Seine Absicht
war, ~~das~~ ^{vor dem} Übel der Technik zu warnen, ~~weil er~~
die durch seine Beschreibung der Züge als „dunkel“ und
„böse“. Die Tatsache, dass die Novelle in der
sozialistischen, naturalistischen ~~Zeit~~ Zeitung 'die Gesellschaft'
war keine Überraschung.

veröffentlicht
wurde

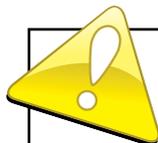
veröffentlicht
wurde



ResultsPlus

Examiner Comments

This candidate manages to explain the message the author wants to put across to the reader by concentrating on one specific event in the story. The book has been clearly understood and the reader of this essay can easily follow the arguments presented.



ResultsPlus

Examiner Tip

Look at a variety of literature and don't always assume you have to choose the most popular books and films.

Here is another example of a well done essay, this time on Jugend ohne Gott.

Question 3 (a)

Question 3 (b)

Question 3 (c)

Question 3 (d)

Truth → O.H. want to ^{inform} ~~test~~ reader of the importance
of truth as it leads to profound changes in the
behaviour of the teacher - unbeliever → believer - helps others
- Mitläufer → upright - unhappy → happy

Das Thema Wahrheit ist ein wichtiger Bestandteil des

Werkes 'Jugend ohne Gott' von Öden von Horvath.

~~Handelt es sich um ein~~ ~~Werk~~ ~~von~~ ~~Öden~~ ~~von~~ ~~Horvath~~. Der Roman

geht um einen namenlosen Lehrer, der innerhalb einer

~~autoritären~~ autoritären Gesellschaft damit zingt, Widerstand

zu leisten. folglich zeigt die positive Auswirkungen von
~~der~~ ~~Abkehr~~ ~~der~~ ~~Lehrer~~

in einem Mordprozess
seiner Akzeptanz der Wahrheit, die Wichtigkeit ~~der~~ ~~Lehrer~~

von diesem Thema.

Vor seiner Zeugnisaussage im Mordprozess ist der
Lehrer ein Mitläufer, denn das Regime im Prinzip
widersteht, der aber nicht den Mut hat sich dagegen
zu aufzulehnen. Er korrigiert den Satz "Neger sind
hinterlistig, faig und faul", den einer seiner Schüler geschrie-

ben hat, nicht, weil das ~~Radio~~ offizielle Radio
der Nazi-Partei diese Haltung verordnet hat und "was
einer im Radio redet, darf kein Lehrer im Schulkeft
streichen". Außerdem schmückt der Lehrer sein Haus am
Geburtsdag von Hitler, wenn er es nicht gemacht hätte,
wie er ein Feind des Staats gewesen. Nach der
~~Wendepunkt~~ Wendepunkt des Romans, als der Lehrer
die Wahrheit sagt, bekommt er politische Selbstständigkeit.
~~Er wählt~~ Er wählt ^{nicht} den einfachen Weg sondern

den ethischen Weg, und ist nicht autoritär. Er trägt zu dem Widerstandsklub "für Wahrheit und Gerechtigkeit" bei. Die Mitglieder des Klubs lesen verbotene Bücher und führen aktiven Widerstand.

Die Akzeptanz der Wahrheit verursacht tiefgreifende religiöse Änderungen. Am Anfang ^{behauptet} ~~er~~ der Lehrer, dass "Gott das Schrecklichste auf der Welt ist" und "er hat stechende türkische Augen". Er glaubt nicht an Gott und wirft ihm vor nicht einzugreifen und die Welt nicht vor Bösen zu bewahren. Während des Mordprozesses ist Gott eine Quelle von Mut für den Lehrer, ~~und Gott bezieht den Lehrer die Wahrheit zu sagen, weil "Unrecht Gott kränkt".~~ Am Ende ~~wird der Lehrer ein christlicher Missionar und er glaubt völlig an Gott.~~

~~Missionar~~ ~~hat~~ ~~er~~ ~~glaubt~~ ~~völlig~~ ~~an~~ ~~Gott~~

Korvats untermauert die Wichtigkeit der Wahrheit, weil
der Lehrer ~~sich~~ ~~sich~~ ~~wunderbar~~ ~~leicht~~ ~~fühlt~~ ~~nach~~
dem Mondprozess. ~~Er~~ ~~hat~~ ~~ein~~ ~~seines~~ ~~Gewissen~~

~~Sein~~ ~~früher~~ ~~hat~~ ~~er~~ ~~als~~ ~~Pflicht~~ ~~gesehen~~ ~~hat~~

Sein ~~früher~~ ~~hat~~ ~~er~~ ~~als~~ ~~Pflicht~~ ~~gesehen~~ ~~hat~~

~~„Berufung“~~ ist am Ende ~~keine~~ ~~„Berufung“~~ und er ist

zufrieden mit ~~seinem~~ ~~Leben~~

Die Entscheidung die Wahrheit zu sagen inspiriert

andere Charaktere und Korvats zeigt dass die Wahrheit

alles überbrücken kann. ~~Er~~ ~~ist~~ ~~ein~~ ~~anderer~~ ~~Zeuge~~

~~er~~ ~~sagt~~ ~~die~~ ~~Wahrheit~~ ~~und~~ ~~er~~ ~~ist~~ ~~ein~~ ~~anderer~~ ~~Zeuge~~

~~die~~ ~~Widerstandsgruppe~~ ~~wird~~ ~~gegründet~~ ~~weil~~ ~~der~~ ~~Lehrer~~

„der einzige Erwachsene ist... der die Wahrheit liebt.“

Folglich wird der erste Mörder bloßgestellt.¹²

Nach Dostojewski "Wahrheit ist" unentbehrlich für den

Roman "Jugend ohne Gott" ~~...~~ weiter

eine ~~...~~ Vielfalt von Änderungen auf die politische,

moralische und religiöse Entwicklung des Lehrers und andere

Charaktere hat. Durch diese Entwicklung demonstriert

Hervor, dass Wahrheit unerlässlich für Leben ist.



ResultsPlus

Examiner Comments

This candidate again understands the story well and presents the arguments clearly. Time and words are not wasted telling the story and this essay is well focused.



ResultsPlus

Examiner Tip

Focus clearly on the question and don't waste time narrating the plot.

Paper Summary

The team of examiners would once again like to thank centres for the work they have done to support their A level students. It is hoped that all candidates achieve the results they deserve.

The examination proved to be successful again this year. The question however which created the most difficulty was 3a. It does state very clearly in the specification that important people in the region need to be researched. Some candidates had not done this.

Centres are encouraged to prepare their candidates fully for the examination.

Teachers and candidates should have studied the specification carefully and also, if possible, the *Research-based Essay Guidelines* and the previous Examiners' Report. These are easily accessible on the Edexcel website and further information can be found by using the *Ask the Expert Service*.

It is hoped this report will help the candidates preparing for their examination in 2014 and the following points should be borne in mind.

- Candidates may answer the examination questions in any order, whatever they feel most confident with. Remember that the first question is only worth 10% of the marks, so do not spend too much time on it.
- Every translation has been prepared to contain certain grammatical points so most will contain various tenses, structures involving certain cases, adjectival endings and more complicated verbal constructions. Look for the grammatical structures the examiner is testing on the translation.
- Be sure you translate every word and don't be tempted to paraphrase.
- Prepare for either a creative essay or a discursive essay. Do not decide on the day of the examination. You need to practise the appropriate style well before the day of the examination.
- If choosing the creative option, use your imagination. Don't be too pedestrian but at the same time don't produce essays which are too unbelievable. Make use of the stimulus.
- Discursive essays must be balanced, with both sides of the argument given a similar amount of consideration. The candidate's opinion should never be part of the introduction.
- All research based essays require a great deal of research to achieve a high mark. If choosing the geography option, a visit or basic knowledge of the region will certainly not suffice. It is also necessary to support points made with facts and figures.
- The history option requires quotations where appropriate and should clearly answer the question. It is not acceptable to write everything you know about a certain era.
- Modern German Society is considered to be post 1990. Again general essays which don't focus on the question will not score well.
- If choosing the Literature and Arts option, beware of narrating the plot. Remember to evaluate and use quotations if possible.

It is hoped that this report is of some assistance to both candidates and tutors. Thank you to all who made the 2013 examination successful.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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