

Mark Scheme (Results)

Summer 2014

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## SECTION A: TRANSLATION

### Question 1

| Question Number | English                   | German                      | Acceptable Answers   | Reject                                   |
|-----------------|---------------------------|-----------------------------|--|--|
| 1               | Although Marie lives      | Obwohl Marie ... wohnt      | obgleich, lebt   |  |
| 2               | in France                 | in Frankreich               |  |  |
| 3               | she would like            | möchte sie                  | würde gern   |  |
| 4               | to go to university       | auf die Uni gehen           | die Uni besuchen, an zur Uni gehen<br>auf eine Uni gehen                       | in eine Uni gehen                        |
| 5               | in Germany                | in Deutschland              |  |  |
| 6               | Her grandmother           | Ihre Großmutter             | Oma, Großmutter, Omi   |  |
| 7               | who was born              | die/welche... geboren wurde | worden ist<br>geboren ist/war  |  |
| 8               | near                      | in der Nähe                 | nahe, nahe an  | neben, nah zu                            |
| 9               | the German border         | (von) der deutschen Grenze  |  |  |
| 10              | always said               | sagte immer                 | hat immer gesagt   |  |
| 11              | it was                    | es sei                      | dass es .....sei   | es ist/war/wäre                          |
| 12              | very important            | sehr wichtig                |  |  |
| 13              | to visit                  | zu besuchen                 |  |  |
| 14              | other countries           | andere Länder               | Must come before 13.<br>One or two elements in the wrong order = 1 mark        |  |
| 15              | to get to know            | um ... kennen zu lernen     | kennenzulernen   |  |
| 16              | different ... cultures    | verschiedene ... Kulturen   | unterschiedliche/andere  |  |
| 17              | European                  | europäische                 |  | in Europa                                |
| 18              | If she went               | Wenn sie ... gehen würde    | ginge  | fahren                                   |
| 19              | to Karlsruhe for example  | zum Beispiel nach Karlsruhe | nach Karlsruhe zum Beispiel  |  |
| 20              | she could                 | könnte sie                  |  | konnte                                   |
| 21              | still                     | noch                        | immer noch   | immer                                    |
| 22              | live at home              | zu Hause wohnen             | zu Hause/zuhause leben   |  |
| 23              | People have been crossing | Leute/Menschen überqueren   | fahren über  | Personen<br>any tense other than present |
| 24              | the river                 | den Fluss/Strom             |  |  |
| 25              | to go to work             | um zur Arbeit zu gehen      | um auf die Arbeit zu gehen<br>fahren   |  |
| 26              | every morning             | jeden Morgen                | Should come before 25.<br>One or two correct elements in wrong order = 1 mark. |  |
| 27              | since the tram-line       | seitdem die Straßenbahn     | seit<br>-linie, -verbindung<br>die Tram  |  |
| 28              | was built                 | gebaut wurde                | gebaut worden ist<br>Order should be 29, 30, 28.                               | gebaut war                               |

|    |                                    |   |  |                              |
|----|------------------------------------|---|--|------------------------------|
| 29 | between the city centre            | zwischen der Stadtmitte                 | zwischen dem Stadtzentrum<br>zwischen der City               | zwischen der Mitte der Stadt |
| 30 | and the French town of Lauterbourg | und der französischen Stadt Lauterbourg | French spelling Lauterbourg, dem französischen Lauterb(o)urg | Ort                          |

Spelling errors would render a section incorrect.

Ignore commas but lack of or inaccurate umlauts must be penalised.

30 marks divided by 3

Mark 10

### SECTION B: CREATIVE OR DISCURSIVE ESSAY

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>2(a)</b>     |  |             |
|                 | Suggested Answer   |             |
|                 | The image depicts two skiers coming down a slope. Some sort of plausible story involving these people in a dangerous situation would be expected. Who are they? Are they going to have an accident? Bad weather? |             |
|                 |  | Mark        |
|                 |  | <b>(45)</b> |

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>2(b)</b>     |  |             |
|                 | Suggested Answer   |             |
|                 | This should be a continuation to the story. The narrator may be on holiday or at home. The shadow at the window could be a burglar of course but just as possible – in fact showing better imagination – may be a tree blowing in the wind or the light from a vehicle.<br><br>Any reasonable creative story is relevant.<br><br>Essay Plan<br><br>-Description of shock, fear, feelings<br>-Reaction of narrator: screaming/running away/attacking shadow<br>-Possibly other people getting involved (family/friends) who come to help<br>-Conclusion with explanation of shadow: tree branch/pet/burglar |             |
|                 |  | Mark        |
|                 |  | <b>(45)</b> |

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>2(c)</b>     |  |             |
|                 | Suggested Answer   |             |
|                 | <p>Candidates should structure the newspaper report with the appropriate style. They should be sure to include references to the participants. The story could include reference to the auditions, the types of people involved, amusing incidents, ridiculous ambitions etc. They could speculate on who may do well in the competition.</p> <p>Other ideas:</p> <p>-Introducing an individual candidate and their hopes of success/reference to number of people coming to auditions and various age groups of contestants</p> |             |
|                 |  | Mark        |
|                 |  | <b>(45)</b> |

| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>2(d)</b>     |   |             |
|                 | Suggested Answer  |             |
|                 | <p>Candidates must present a structured consideration of the idea that the railway will be the most important mode of transport in the future. Plus points could include clean method of transport, efficient and convenient, comfortable to work and read. On the other hand the railway does not always go where you wish, it is expensive and sometimes not as fast as planes. It does of course go city centre to city centre which could well be a plus point. The essay does not necessarily have to show a balance between the two sides of the issue.</p> |             |
|                 |   | Mark        |
|                 |   | <b>(45)</b> |

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>2(e)</b>     |  |             |
|                 | Suggested Answer   |             |
|                 | Candidates should present a structured consideration of the pros and cons of studying at university. They could consider the argument that study opens wider opportunities for jobs and careers but on the other hand there are many possibilities in other often manual careers, with skills which are essential for everyday life, requiring no university degree. The essay does not necessarily have to show a balance between the two sides of the issue. |             |
|                 |  | Mark        |
|                 |  | <b>(45)</b> |

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>2(f)</b>     |  |             |
|                 | Suggested Answer   |             |
|                 | <p>Candidates should outline the reasons why or why not animal experiments are acceptable. The possible cruelty and exploitation of the animals could be contrasted to the progress in medicine. Possibly the experiments which are only for cosmetic purposes may tip the balance? The essay does not necessarily have to show a balance between the two sides of the issue.</p> <p>An essay may possibly contain the following:</p> <ul style="list-style-type: none"> <li>-Short introduction</li> <li>-Arguments supporting the statement in title: testing on animals cruel and often unnecessary/possibly supporting statistics</li> <li>-Arguments against statements: possible examples where animal testing resulted in scientific breakthrough/human life more important than animals</li> </ul> |             |
|                 |  | Mark        |
|                 |  | <b>(45)</b> |

| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>2(g)</b>     |   |             |
|                 | Suggested Answer  |             |
|                 | <p>Candidates should present a structured consideration of whether meeting potential partners online is a good idea. On the one hand it helps shy people to meet others and can be seen as social, but can be dangerous as people might not tell the truth online. And what better than turning up at a chosen venue such as a cinema or theatre? They could give examples to justify this. The essay does not necessarily have to show a balance between the two sides of the issue.</p> <p>An essay may possibly contain the following:</p> <ul style="list-style-type: none"> <li>-Short introduction</li> <li>-Arguments supporting statement in title: more sociable to go out and meet people in person(face-to-face)/ <ul style="list-style-type: none"> <li>possible dangers include scams or people lying online</li> </ul> </li> <li>-Arguments against statement: easy and convenient way to socialise and find partner/people can use <ul style="list-style-type: none"> <li>safeguards against scams and dangerous people</li> </ul> </li> </ul> |             |
|                 |   | Mark        |
|                 |   | <b>(45)</b> |

## Discursive Essay or Creative Writing Assessment Grids

| Mark    | AO2: Understanding and Response: Creative Writing                                     |
|---------|---|
| 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    | AO2: Understanding and Response: Discursive Essay  |
|---------|--|
| 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    | AO2: Organisation and development                                   |
|---------|---|
| 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 |

| Mark   | AO3: Range and application of language   |
|--------|--|
| 0      | No rewardable range and application of language  |
| 1 - 2  | Inadequate range of lexis and structures. Very limited ability to manipulate   |
| 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 | AO3: Accuracy of the target language   |
|------|--|
| 0    | Language so inaccurate that no reward is possible  |
| 1    | Accuracy only in the simplest form. A high incidence of basic error  |
| 2    | Communication impaired at times by basic errors eg agreements, verb forms. Some familiar language is accurate                |
| 3    | A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate |
| 4    | Few errors, mostly of a minor nature   |
| 5    | High degree of accuracy with minimal and minor errors  |

### SECTION C: RESEARCH-BASED ESSAY

| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>3(a)</b>     | <p>Lots of possible ideas here. For example if an area of southern Germany is chosen the traditions of Karneval could well feature. Festivals such as the Berlin film festival, the Berlinale, are also appropriate. The Oktoberfest may feature or traditional foods and drink too.</p> <p>It is nevertheless important that to what extent the importance of these traditions is emphasised, such as tourism, the maintaining of culture etc.</p> | <b>(45)</b> |

| Question Number | Answer   | Mark        |
|-----------------|--|-------------|
| <b>3(b)</b>     | <p>Lots of possibilities here.</p> <p>Changes after the Second World War.</p> <p>Developments from 1918 onwards.</p> <p>The foundation of the German Empire 1871.</p> <p>Prussian expansion. etc</p> | <b>(45)</b> |

| Question Number | Answer  | Mark        |
|-----------------|---|-------------|
| <b>3(c)</b>     | <p>This should be post 1990 as stated in the guidelines.</p> <p>Possibilities include</p> <p>The solidarity tax imposed on West Germans after unification.</p> <p>Intervention in Afghanistan.</p> <p>Immigration and the number of refugees, problems in places like Berlin-Hellersdorf.</p> <p>The Greek bailout, should Germany pay so much?</p> | <b>(45)</b> |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| <b>3(d)</b>     | <p>Lots of possibilities.</p> <p>Examples in films would include music (Lola rennt, Good Bye Lenin are good examples), flashbacks, camera angles, use of shadows, colour etc</p> <p>Examples in books may include symbolism, techniques such as epic theatre, types of language, character development etc.</p> |      |

|  |  |             |
|--|--|-------------|
|  | These are just suggestions and many other things may be discussed by candidates. | <b>(45)</b> |
|--|--|-------------|

| Question Number | Question                              | Marks |
|-----------------|---------------------------------------|-------|
| 3               | This is for the research-based essay. | 45    |

| Mark    | A02: Reading Research and Understanding  |
|---------|--|
| 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  | A02: Organisation and development   |
|-------|---|
| 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 unambiguous  |
| 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  | A03: Quality of Language  |
|-------|---|
| 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  |

Remember that candidates cannot gain more than 12 for Reading, Research and Understanding if there is no evaluation shown.