

Examiners' Report

June 2015

GCE German 6GN04 01

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June 2015

Publications Code UA041685

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Introduction

Candidates responded well to the paper this series producing a range of interesting and relevant responses. The paper discriminated well between candidates of different abilities.

The translation question allowed students to demonstrate their linguistic competencies across a wide range of abilities. The majority of the lexis was accessible to most candidates and the translation was a true test of ability to manipulate language.

In Question 2, the most popular options were 2e and 2f. In Question 3, 3d on Literature and the Arts was overwhelmingly the most popular, followed by 3b, Historical Study.

Generally speaking, in Questions 2 and 3, candidates need to remember to answer the question with precision, developing points logically and using them to answer the question. In Question 2, candidates need to answer the question precisely in the context of a creative response.

Question 3 should demonstrate significant reading, research and understanding, and not be based merely on general knowledge. It is also important that candidates should use this knowledge to good effect in answering the question, and that they should show evidence of analysing, interpreting and evaluating what they know.

Question 3 should be based on German-speaking society. Although this is stated in the question paper, it continues to be a problem that candidates respond referring to places from around the world, or works that were not originally written or produced in German. Some of this year candidates wrote about London, Naples and India, amongst other places. Rejected works of literature included the *Hunger Games*.

There was again this year some confusion over the time periods for the historical study and the aspects of modern German society. The cut off point is 1990. The fall of the Berlin wall is history, whereas reunification is modern society. As these two events are significantly linked, examiners were sympathetic in their marking of references to reunification as significant influences on Germans' lives caused by the actions of figures such as Honecker, Kohl and Gorbachev in the late 1980s. However, a response discussing Kohl's influences in the 1990s was not accepted as 'history', nor were responses discussing the influence of Gerhard Schroeder.

An additional problem this year occurred when candidates who had studied a historical work of fiction, often a film about East Germany, attempted to answer question 3b using a fictional character as the most influential figure. This was clearly not acceptable.

Overall, candidates generally answered the questions within the specification and were able to demonstrate their abilities.

Question 1

In response to investigations into the validity of scaling, the marking method for Q1 has been modified for all languages in this suite. The reported mark out of 10 is the true mark and no longer a mark which has been scaled down from 30. The attached mark scheme shows that the passage has been divided into 5 sections only and gives the assessment grid comprising the three possible scores of 2, 1 or 0 for each section, according to which the translation was assessed. The senior examiners have reported that the question continues to discriminate well; statistical evidence shows that candidate outcomes are comparable with previous sessions.

Section 1

Candidates generally found this section of the translation accessible and almost all were able to communicate the essential information and translate simple grammatical elements and lexis accurately. Most candidates were able to produce *'sollen/sollten'*.

The word order and verb /subject agreement were usually correct. The phrase *'asked Sabine'* was translated both as *'fragte Sabine'* and as *'hat Sabine gefragt,'* both of which were acceptable. However, a surprising number of candidates chose the present tense *'fragt Sabine'*.

Most candidates were able to produce *'dieses Jahr'* almost as a stock phrase, even when other cases and endings defeated them. There were, however, a number of responses with *'diese/diesen Jahr'*.

The more complex grammatical elements proved surprisingly challenging, even for more able candidates. Very few candidates produced, *'Wohin'*, most giving *'wo'*. Some candidates avoided the issue of *'wohin'* by writing, *'Wo sollen wir dieses Jahr Urlaub machen?'* and this was an acceptable variant.

Many candidates struggled with the preposition in the phrase *'on holiday'*, and wrote *'im/in/am/für Ferien'* or *'in/im/an/amUrlaub'*. Almost all candidates wrote *'gehen'* instead of *'fahren'* throughout the translation and this was accepted.

Section 2

Most candidates communicated the essential information in this section and simple grammar and lexis were usually translated accurately. The main exception to this was *'Italien.'* Variants included *'Italia'* and *'Italy'*, which were not acceptable. Where *'dass'* was used it was sometimes spelled *'das'*.

The more complex elements in this section were handled well by many candidates. Most candidates used some form of *'denken'* rather than *'meinen'*, and this was acceptable. Many candidates were able to give the mixed form of *'dachte'* although *'denkt', 'denkte', 'gedenkte', 'gedachte', 'dacht'* and *'denken'* were also seen.

A pleasing proportion of candidates wrote, *'könnten'*, but many wrote *'können'* or even *'konnten'*.

Section 3

Most candidates were able to communicate the essential information in this more complex section. *'Die Küste'* proved challenging and a number of variants were produced, including *'Koaste', 'Kuste', 'Koste', 'Costa', 'Coaste', 'Strand', 'Meer'* and *'See'*.

Most candidates managed *'lecker'* or *'köstlich'*, often with an accurate ending. *'Läcker'* was felt to communicate, if without full accuracy, but *'läckerlich'* and *'kostbar'* were felt to change the meaning.

Some candidates found, "he replied" challenging. Some wrote 'antwortet er' instead of 'antwortete er'. Others wrote 'sagt er'. It was felt that accurate translation of the tense was a significant contribution to communication of essential information.

'Sagte er zurück' is a good example of communication of essential information without full accuracy, whereas 'widersprach er' was felt to communicate a different meaning altogether.

'Geniessen' and 'besuchen' were generally well known but posed a problem for some candidates. 'Stadt', 'Altstadt' and 'Dorf' were often confused, and the plurals posed a problem for many candidates. Most candidates were able to use 'wenn wir...' and recognised that this had an effect on the tense of what followed.

A significant minority of candidates were able to translate the complex elements in this sentence accurately. Some accurately translated the correct preposition, 'an die Küste', although this was problematic for most, with many using 'nach'.

A large number used 'zu', which was regarded as acceptable if followed by the dative.

'Went' was more often translated as 'gehen würden' rather than 'gingen' or 'führen', but this was accepted. Variants included 'geht', 'gehen', 'ging', 'gegangen wären', with a significant proportion of candidates struggling with subject/verb agreement, even as they attempted more complex tenses.

'Könnten' was seen, but many wrote 'können', 'konnten' or 'konnte'.

Section 4

Almost all candidates communicated the essential information in this section, and most were able to translate simple grammar and lexis accurately.

Most candidates used 'jedoch' or 'aber', but some used 'wie auch immer,' which was also acceptable.

The word "certainly" was often translated as 'sicher/sicherlich' but also as 'bestimmt, bestimmlich, wirklich, auf jeden Fall, definitive, deutlich, ohne Zweifel'.

Where candidates struggled at this level was with the translation of 'South Germany' - 'Süd(en) Deutschland' or 'das südliche Deutschland' were common, as was 'Suäddeutschland'. A few candidates wrote 'Ost Deutschland'.

Word order after 'jedoch' / 'aber' sometimes caused problems in this sentence. 'Zu teuer' surprisingly also caused some problems.

Many candidates were able to deal with the complexities of this section, and a pleasing number of candidates used 'sei' and 'wäre' accurately. Many also used 'ist/war' and 'sein würde'.

The translation of "would be better" proved difficult for some candidates with, 'wird besser zu sein' or 'würde besser werden' as examples.

Section 5

Many candidates were able to communicate all the essential information by translating simple grammatical and lexical elements in this section. The first, and major, stumbling block for candidates was the word, "since" with many translating this as 'als', which significantly changed the meaning. 'Da' was the preferred translation, but 'weil' was also accepted.

Most candidates knew 'sie wollte' and most were able to communicate the idea of the small town (or village) and "he was born".

Most candidates managed 'am Ende des Monats', although some struggled with the genitive and wrote 'am Ende der Monat'. A significant minority dealt extremely well with the complexities of this section, although many candidates struggled.

Word order was problematic for many. Even more able candidates struggled with the placement of the clause, 'wo ihr Großvater geboren war / wurde'. Many candidates recognised that 'wo' was a correct translation, although many also wrote 'in der', which was an acceptable variant. 'In dem' was just about acceptable (more so if "town" had been translated as 'Dorf'), although 'indem' changed the meaning.

Many candidates wrote 'kennenzulernen' instead of 'kennen lernen', which was disappointing. The words, "they decided" posed more problems than anticipated. Some candidates resorted to 'decidierten'. Although most recognised that '(sich) entscheiden' or 'beschließen' were the correct verbs, many candidates struggled with the correct form of the verb. 'Entscheideten' was common.

„Wo sollten wir dieses Jahr im Urlaub gehen?“ fragte Sabine.

Thomas dachte, dass Sie nach Italien gehen könnten.

„Wenn wir nach ~~der~~ der Adrienküste gegangen wäre,
könnten wir schönen alten Orten besuchen und viele
leckere Essen genießen.“ antwortete er.

Dennoch, sagte seine Frau, dass es sehr teuer war

und dass Süddeutschland deutlich viel besser sein würde.

Als Sie den kleinen Ort, wo ihren Großvater ~~geboren~~ geboren

wurde kennenzulernen ~~wollte~~ wollte, entschieden Sie
am Ende ^{den} ~~des~~ Monat dort zu gehen.



This is a good example which communicates all essential information. The translation demonstrates mostly accurate, simple grammatical and lexical elements, with varying success in more complex elements. For instance, the candidate has used 'wo' and not 'wohin'. 'Im Urlaub' is a standard item of lexis used often in GCSE and AS discussions, and it has been imported here, but the candidate has not recognised that in this instance, 'in den' would be more accurate. The second section is accurate including complexities, but the third section shows problems with complex elements. For instance, the candidate recognised that 'wenn' would change the tenses, and accurately conjugated a complex tense. Unfortunately it was the wrong one, which changed the meaning. Adjective endings proved problematic.

Question 2 (a)

Very few candidates chose to answer this question, and those who did often struggled to demonstrate their advanced level skills. Many simply wrote list-like accounts of what they did, which lacked suspense and interest for the reader. These essays also generally lacked the range and complexity of language necessary to attract high marks, and tended to lead to clichés such as, *'es war der beste Tag meines Lebens'* or *'es war wie ein Traum'*. Others created wild and wonderful stories around spiked drinks or missing children, which did not meet the instruction of *'ein tolles Freiluftkonzert.'*

Meine Kollegin und ich beschlossen ~~an~~ ^{an} diesem Abend das Freiluftkonzert zu besuchen. Da wir gerade unsere Maturaprüfung geschrieben hatten und es Freitagabend war.

Als wir dann dort ankamen, ~~Da~~ dachten wir im ersten Moment, dass wir den Tag verwechselt hätten.

Da weit und breit kein einziger dort war der irgendwie das selbe ~~alter~~ Alter hatte.

Jedoch Kinder im Alter von fünf bis ~~hoch~~ ~~geschätz~~ ~~gesch~~ zehn Jahren und ihre Eltern ~~waren~~ gut vertreten waren.

Die Zeit verging und meine Kollegin wurde immer wie gelangweilter, weil sie sich ~~eine riesige P~~ ein grosses Konzert vorgestellt hatte mit vielen jungen Männern und lauter Musik.

~~Ich hing gefahren~~ Ich hing gefallen an dem Fest zu gewinnen, weil ich mein Nachbarsfreund traf auf den ich schon lange ein Aug geworfen hatte.

Er war mit seiner kleinen Schwester gekommen. Die um jeden Preis das angekündigte



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Examiner Comments

This story lacks suspense and interest value. It also lacks range and complexity of language, and includes sentence fragments, with full stops rather than commas before relative clauses. Towards the bottom of the first page a potentially interesting event happens, but we are simply told and not shown.

The Language mark would reflect the generally high level of accuracy but because of the lack of range, it would not gain full marks. The Understanding and Response mark would be in the satisfactory band; the story does respond to the given title and something does eventually happen, but this is not a good story. There is a chronological order, but this is not necessarily the most logical and clear order for suspense building in a story, and the development is problematic. The mark for Organisation and Development would be in the 7 - 9 band.



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Examiner Tip

When telling a story, apply the principal of, "show don't tell". Think about the main events of your story, and how to attract the reader's attention. Is the reader really more interested in how boring it was to start with, or in the possible romance? Think about creating atmosphere; how can you show your audience that you were bored and open to adventure without boring your audience? Think about your choice of lexis.

Question 2 (b)

The most successful creative essays made full use of the stimulus referring to the Autobahn, and elements of throughout, and building up suspense to a convincing climax. Examiners were looking for an appropriate register for the genre chosen, and a range of suitable lexis and structures. Many able candidates undersold their linguistic ability by using simple or even simplistic language with little variety in lexis or structure.

Candidates used a variety of genres, and many of these were successful. A few candidates wrote stories heavily influenced by Krimi, and successfully reproduced the atmosphere, suspense and language of the genre. There were some successful car chases, both within the Krimi genre and in other genres. A significant proportion of candidates wrote fantasy or sci-fi influenced stories, and some of these worked well; they were coherent on their own terms, and plausible within the created world. There is, however, a significant danger in such a short story in these genres of sounding merely incoherent. There were also a number of realistic stories, often involving a child or animal dead or stranded on the motorway.

A significant proportion of stories ended by waking up from a dream. This is a possible narrative strategy, but it is rather well worn, and does not excuse or justify incoherent story writing. Another significant minority of candidates used the stimulus as a route to writing the story they wished we had asked for, for example, *'I was driving along the motorway, and there it was'*; the signpost for the thing I really wanted to talk about. My dream holiday / my parachuting experience / my best day out. This is not a successful strategy, and is regarded as a weak understanding of and response to the question.

Question 2 (c)

A very small proportion of candidates chose this question, but those who did, often produced thoughtful, well structured and well written responses to the stimulus. Most candidates who answered the question were competent in the genre of newspaper writing, successfully adapting their register to tabloid or broadsheet reporting, including facts, opinion, speculation and quotations as appropriate. Issues dealt with included migration, in particular protests relating to drowning migrants in the Mediterranean or, alternatively, to excessive migration into Europe. A minority of responses were unstructured and rambling, perhaps trying to deal with too many issues.

Question 2 (d)

A large number of candidates wrote about the effects of celebrity culture per se, rather than really addressing the *"Hoffnung auf Erfolg"* element. Such essays explored the current obsession with celebrities and how this affects young people generally, for example, unhealthy body image, eating disorders, importance of role models. Successful essays explored whether young people's aspirations for success have anything to do with celebrities and to what extent they might be influenced by their success.

Question 2 (e)

This was a popular question. Successful responses addressed the core of the question, using knowledge about different forms of shopping effectively to consider what consequences online shopping will have for shopping centres. However, very many candidates simply wrote an essay on the pros and cons of internet shopping without addressing the question of whether online shopping means that we no longer need shopping centres today, or alternatively, that we do not need any more shopping centres today.

Common arguments for online shopping included convenience, flexibility (shopping whenever and wherever), ability to compare a huge range of products online to find the best deal, free shipping and returns, no need to park, pay for fuel/transport to shops. Common arguments against internet shopping were; that products such as clothes and food are better chosen by the purchaser, and clothes may need to be tried on, that postage and returns costs could offset the costs benefits of online deals, that a day at the shopping centre is a fun, social day out, that old people don't have computers and can't use the internet, that people's jobs and local economies depended on shopping centres.

Successful responses considered the consequences of the points they had made; if many people choose online shopping, perhaps the shopping centres will not make enough money and will have to close. On the other hand, if people still feel the need to buy clothes in person, or still enjoy the experience of shopping centres, then it is clear that we need both, so online shopping does not mean that we do not need shopping centres. Some responses argued that online and physical shops are often the same, and that they benefit each other.

Very few candidates considered the differences between '*große Einkaufszentren*' and other forms of physical shopping, for example, in smaller shopping centres, craft centres, boutique shops etc. There was a general assumption that large shopping centres were the alternative to online shopping.

Note to examiner → // new new paragraph

Discursive Essay

- (d) „Die Promi-Kultur gibt jungen Menschen eine falsche Hoffnung auf Erfolg.“ Inwiefern sind Sie dieser Meinung?
- (e) Dank Online-Shopping brauchen wir keine großen Einkaufszentren mehr. Sind Sie auch dieser Meinung?
- (f) Immigration ist nur positiv für das Einwanderungsland. Inwiefern sind Sie auch dieser Meinung?
- (g) Gefängnisstrafen: je länger, desto besser! Ist das immer der Fall, glauben Sie?

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 2 (a)** **Question 2 (b)**
 Question 2 (c) **Question 2 (d)**
 Question 2 (e) **Question 2 (f)**
 Question 2 (g)

Das Internet spielt ~~immer eine große Rolle~~ in unserer heutigen Gesellschaft eine immer größere Rolle. Ob Online-Shopping besser als in einem Einkaufszentrum zu shoppen ist, oder nicht, scheiden sich die Geister.

25
// Manche Leute Einerseits glauben einige manche Leute, dass Online-Shopping ^{günstig} ~~viel besser~~ ist, weil es

// Alles in allem ~~g~~ meine ich, dass ~~Es~~ obwohl
es klar ist, dass Online-Shopping viele Vorteile hat, ~~aber~~
in unserer Gesellschaft noch
spielen ~~noch~~ Einkaufszentren heutzutage eine wichtige,
bedeutende Rolle. ~~Es~~ ~~W~~ Wenn ~~einige~~ ~~oder~~ ein paar
oder sogar alle Einkaufszentren außer Betrieb gesetzt
werden würden, wäre es ein riesiger Schlag gegen die
Marktwirtschaft, und es hätte ^{auch} ~~es~~ negative, soziale & Auswirkungen
auf die Bevölkerung.

281
2948 words



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Examiner Comments

The essay starts off in a general way, stating that the internet plays an increasingly important role in society. This does not contribute to answering the question. The student then moves into an essay about whether online shopping is better than shopping in a shopping centre, which is not the question asked. The bulk of the essay concentrates on advantages and disadvantages of online shopping - these points are well developed, thoughtful and articulate, and they do refer to shopping centres, often making comparisons. However, the points are not developed to directly address the question of whether these advantages of online shopping mean that we do not need shopping centres. The conclusion attempts to come back to the question, but doesn't quite make it. This is a good essay, but not excellent.



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Examiner Tip

Focus on the question. There are ideas in the conclusion about the social and economic consequences of online shopping putting shopping centres out of action, but they are not fully focused on whether online shopping means we do not need shopping centres, and they only partly reflect what was said in the body of the essay. These ideas could easily be taken and developed to transform this into an outstanding response.

Start off by saying something like, 'Internet shopping has many advantages - but does it really mean we do not need shopping centres? 'I'm going to discuss whether online shopping really can fully replace the economic and social aspects of shopping centres.'

Question 2 (f)

Heutzutage wird Immigration als ein ~~sehr~~ ^{immer} wichtiges Thema angesehen. Jedoch sagen viele Einwanderungs-länder, dass sie nicht genug Kapazität haben, um Immigranten aufzunehmen.

Auf der einen Seite gibt es trotzdem viele Vorteile für das Einwanderungsland, Immigranten ~~aus~~ aus verschiedenen Nationen aufzunehmen. In aller erst immigrieren Menschen in ein anderes Land, da sie ^{dort} ~~auf~~ ein besseres Leben erhoffen. Das Einwanderungsland profitiert in vielen ~~von~~ Aspekten von Immigranten, da diese nicht nur einen Einfluss auf die Kultur des Landes aber ^{auch} ~~auf~~ die Essenskultur und Mode haben. Außerdem bringen Menschen aus verschiedenen Ländern viele neue Fähigkeiten in das Land, welche dann vorteilhaft in dem Arbeitsmarkt ¹⁰⁰ eingebracht werden können.

Hinzukommend fördert Immigration das Zusammenleben von Nationen und die Toleranz zu anderen Kulturen, was äußerst wichtig ist in einer modernen ¹²³ Gesellschaft.

Jedoch kann Immigration auch negative Folgen auf das Einwanderungsland haben. Oftmals kommen ^{Immigranten} ~~Immigranten~~ in ein neues Land und erhoffen

sich einen besseren Lebensstandard. Jedoch verfügen diese über keine Sprachkenntnisse und sind nicht ausgebildet, daher ungeeignet und unfähig für den Arbeitsmarkt. Dies führt nicht nur zu Frustration, aber auch Gewalt, welche das Einwanderungsland versuchen muss, zu verhindern. In dem ~~Falle~~ diesem Fall kostet es die Regierung viele Steuergelder, diese Immigranten zu versorgen auf Kosten des Staats.

Zudem kommt, dass viele ^{Immigranten} die Kultur aber auch die Gesetze des Landes nicht schätzen und **verstoßen**. Daher wird von vielen ^{Menschen} Immigranten leider oftmals mit Gewalt in Verbindung gesetzt.

Zusammengefasst würde ich sagen, dass Immigration sowohl Vorteile als auch Nachteile für das Einwanderungsland hat ~~zeigt~~. Daher stimme ich dem Argument nicht zu. Immigration ist trotzdem ein wichtiges Thema und muss von den Regierungen gefördert werden, zum Beispiel mit Lernhilfen für Immigranten.

This was the most popular choice of question and there was a range of responses from excellent to poor. Generally speaking, candidates at the top of the ability range were more likely to choose this question than the other popular question, 2e.

Successful responses really addressed the element of whether immigration was *'nur positiv'* for the *"Einwanderungsland"* or, in some cases, also positive for the country left behind, or whether immigration was only positive on balance or, in some cases, actually negative on balance. Many candidates displayed a thoughtful open mindedness, an empathy for others and a global perspective on this issue which was refreshing, considering the level and tone of current European discourse.

Candidates who answered this question were more likely to fully respond to the point of *'nur positiv'*, although most essays were merely a discussion of the advantages and disadvantages of immigration.

Arguments for: gaps in the job market filled, economic growth, cultural diversity (food, traditions, language, religion), new ideas and ways of thinking, benefits to tourism, immigrants send home money to their families.

Arguments against: Workers willing to work for lower wages bad for natives in the employment market, strain on benefit system, education and health services, integration problems lead to racism and growth of the extreme right, increase in crime, negative impact on country of origin as workers leave, possible exploitation of immigrants.

Weaker responses tended to present the advantages and disadvantages in a rather contradictory way, arguing first that immigration is good for the economy and then that it is bad for the economy, without any sense of argument and counterargument, or any sense of weighing up different economic aspects of migration. Stronger responses clearly argued one case and then responded with a counterargument, often coming to a clear personal conclusion based on this evidence.



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Examiner Tip

Focus on the question.

Although the language in this response is natural, controlled and generally in the right register, this essay does not answer the question, and does not fully develop the points it makes. It gives a general view of the advantages and disadvantages of immigration. It states facts and gives opinions - sometimes stating opinions as if they were facts - but does not develop or use them effectively.

For instance, the first point the candidate makes about advantages for the host country, is that immigrants are hoping for a better life. But this is not self evidently an advantage for the host land, and the candidate has not explained, justified or exemplified how this is advantageous. Instead, another new point is made - that immigrants are beneficial because of the effect they have on food and fashion - again, this is not explained, justified or exemplified. This is typical of the whole response - for instance, the candidate repeats in the 'negative' section that immigrants are looking for a better life, and tends to focus on the characteristics of generic immigrants rather than on the ways in which immigration might be *'nur positiv'* or *'auch negativ'* for a country.

The essay is divided into for and against, and it does have an introduction and a conclusion, so there is a basic, physical structure. But this is not accompanied by structure within paragraphs or development of points on this first page. The second half of the essay, is somewhat more developed and organised.

Marks for this essay would reflect the level of language with top band marks. The mark for Understanding and Response would reflect the superficial and limited nature of the points made, and the lack of response to the question asked - it would be borderline between limited and satisfactory. The mark for Organisation and Development would reflect the overall physical structure, but also the lack of structure and development within the individual sections. On the basis of this section, it would be *'not always logical and clear'*, largely because of the lack of development.

Question 2 (g)

Fewer candidates chose to answer this question.

A large number of essays were a discussion of the relative merits of the prison system rather than really getting to grips with the title and looking at the length of sentences. Successful essays examined the question of whether longer sentences have the desired effect of preventing re-offending and deterring others from engaging in crime in the first place. Some made the point that length of sentence is not the issue; we need to address the root causes of crime, such as drugs and mental health problems. Others argued whether community sentences are a better way forward.

Question 3 (a)

This was not a popular choice of question, and those candidates who did choose it, often did not address the requirement for the region to be culturally German or German-speaking.

Some were well structured and well researched, but many were more superficial in terms of knowledge and understanding and not very well developed in terms of the way they used their knowledge to answer the question. Most addressed more than one problem in the town/region, as per the question.

Most candidates talked about a town, (*München, Hamburg, Berlin, Dresden, Zürich*) among others, while some addressed regions such as the new *Bundesländer, Bavaria, Südtirol* and the Rheinland.

A few candidates wrote about the GDR as a geographical place in the film *'Das Leben der Anderen'*, which was a less successful strategy. Some essays explained the problems and then in the second part looked at solutions and evaluated their effectiveness; others addressed each problem and its solution together. The problems were usually unemployment, violence, immigrants and their integration, racism, living costs, alcohol and drug dependency and homeless people. Sometimes the solutions mentioned were offered by local authorities/the government, sometimes by charities or even individuals.

Although there were some excellent responses firmly grounded in research, many candidates struggled to evidence their knowledge with research and reading and, consequently, answers remained often superficial and too general and did not show in-depth research of the chosen area. Some responses were quite weak and did not offer many facts and information, and either failed to address the second part of the question or made vague statements such as, *'something needs to be done about this'*. Other responses gave far too many facts and figures but did not use them to answer the question.

Question 3 (b)

This was the second most popular question, and most candidates who attempted this question had clearly done at least some research and reading relating to their chosen historical period.

The most successful responses really focused on the influence of the individual they had chosen, considering the consequences of that person's decisions and actions on the lives of Germans. For example, successful responses about Luther really focused on the way in which his actions had been influential, and often covered the social, political and economic implications, including wars and long term Protestant and Catholic power blocks in Europe, as well as the more evident religious changes, and being able to read the Bible in German.

It was agreed that non-German figures such as Khrushchev or Gorbachev were acceptable, so long as the response focused on their influence on the lives of Germans. It is clear that these specific figures had a significant effect on the lives of individuals in Germany, with particular reference to their involvement in building or destroying the Berlin wall, and their roles in the implementation and dismantling of communist regimes.

A few candidates may have misinterpreted '*Geschichte*' to mean story. Whatever the reason, they tried to answer the question with reference to the work they had studied. A number of candidates argued that Wiesler was the most influential character in '*Das Leben der Anderen*,' or that the mother is the most influential character in '*Goodbye Lenin*.' This was not accepted.

Candidates do need to be careful to mention the period and person that they are referring to. In some cases the examiner had to work this out from clues the candidate had left them. Candidates also need to really focus on answering the question and not merely recounting events. Some responses were a general discussion of the period with candidates discussing the general background in too much depth and the person being mentioned almost as an afterthought. Others were very descriptive or mere biographies failing to show the influence of this person on people's lives.

Frequently mentioned individuals were Luther, Bismarck, Hitler, Honecker, Brandt Kohl, Adenauer, Stresemann, Goebbels and Ulbricht. A surprising choice was Wolf Biermann. It is possible to argue that a cultural figure is influential, but Biermann was quite a hard case to argue. There was one essay about Wilhelm Tell as the most influential historic figure with no reference to any mythology which has arisen around the figure, and one about Gorbachev's influence on the building of the Berlin wall.

In 1925 hat Stresemann den Locarno Pakt unterzeichnet das erlaubte Deutschland den Völkern ~~zu treten~~ Sei zu treten. ~~Er~~ Schliesslich hat Stresemann in 1929 den Young-Plan unterzeichnet, das hat die Reparationskosten auf 1,850 Millionen gesenkt.

Meiner Meinung nach finde ich das Stresemann die Wirtschaft von Deutschland ~~gerettet~~ ^{gerettet} hat.

Mit seinen vielen Verträgen erlaubte Stresemann das Deutschland wieder eine Weltmacht wurde.

Ich glaube das ohne Stresemann hätte

Deutschland immer ~~noch~~ ^{noch} wirtschaftliche Probleme. ~~Gerettet~~ ^{Ohne} mit dem Locarno Pakt,

~~ohne~~ ^{hätte} den Ruhr die einzige wirtschaftliche Quelle, immer noch ~~Frankreich~~ ^{gehört} zu

Frankreich gehört. Obwohl Stresemann die Wirtschaft Deutschlands gerettet hat, hatte er trotzdem viele Feinde. Die Linken dachten ~~er~~ ^{wäre}

er ist gegen den Kommunismus, und die Rechts dachten ~~er~~ ^{auf} das er viel zu viel ~~an~~ ausländische Hilfe ~~braucht~~ angewiesen ist.

Gustav Stresemann Kanzler von Deutschland
in den 1920er Jahren, hatte den ~~größten~~ größten Einfluss
auf das Leben der Menschen in Deutschland. Nach dem ^{dem}
Ersten Weltkrieg in 1918, hat Deutschland ^{verloren} ~~bestritten~~
In 1919 mussten ~~80~~ Deutsche Soldaten den Vertrag
von Versailles unterzeichnen. Mit dem unterzeichnen
dieses Vertrags ^{hatte} ~~schätzte~~ Deutschland $\$$ 6.6 Billionen
in Schulden, wegen den Reparationskosten. Deutschland
wurde auch Ruhr ~~weggenommen~~ genommen, die einzige
wirtschaftliche Quelle die Deutschland in dem
~~20ten~~ 20ten Jahrhundert hatte. Das führte zu
einer wirtschaftlichen Krise. $\$$ Reichsmark Ein
Dollar ^{war so viel wie} ~~100~~ 10,000,000,000 Reichsmark ^{wert} ~~1000~~
In 1923 hat Gustav Stresemann diese Krise
gelöst indem er ~~die~~ die Rentenmark eingeführt hat.
1,000,000,000 ~~tausende~~ Reichsmark, konnte man
für ^{einen} $\$$ Rentenmark austauschen. Das stärkte die
Wirtschaft Deutschlands. Gustav Stresemann hat
auch noch eine Serie von Paketen, und ~~verträge~~
Verabredungen verhandelt. In 1924 ~~er~~ hat Stresemann
zusammen mit America den Dawes Plan unterzeichnet,
~~das~~ ~~er~~ mit dem erhaltete Deutschland $\$$ 20 Millionen



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Examiner Comments

The candidate has chosen a relevant historical figure to discuss and has given the name of the person, his role and the time period. It is clear that the candidate has done some reading and research, although there is some generalisation. However, the response launches into a lengthy section on the historical background which does not mention Stresemann. This is followed by a lengthy section in which there is a long list of things which Stresemann signed, together with assertions that these were influential. Often these assertions are quite strong and insufficiently supported. The 1924 Dawes plan is mistakenly called the Marshal plan.

On the following page, the student does discuss opinions about Streseman's influence on Germany, but we still need more information such as, how did the Rentenmark strengthen Germany's economy? What effect did this have on Germans? How did the various pacts affect Germans?

The response lacks organisation and development. There is no clear introduction, no clear conclusion, and some partial organisation in the middle into chronological events and then opinions.

The mark for this extract of the response would be in the 'adequate' or 'good' band for reading, research and development. The opinions on the second page would raise the level of response to 'good'. The organisation and development counts as 'some' and the language is good, but lacks range.



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Examiner Tip

Explain the background more succinctly, with some emphasis on the effects on German's lives. Choose Stresemann's key actions, and explain how they affected German's lives.

Question 3 (c)

Few candidates chose this option. Those who did provided a range of responses. There were some outstanding responses which discussed the changing political attitude to immigration, with up to date references to political movements, such as Pegida, mainstream responses and the official political stance on migration.

There were also generic responses which talked about a time period, but did not answer or, in some cases, even refer to the question.

Question 3 (d)

This was by far the most popular choice for the research-based essay and essays accessed the whole range of marks available. There were some excellent, focused responses which demonstrated a strong understanding of the cultural background of the work they had studied.

It was possible to interpret 'cultural background' as external to the work, such as Brecht's communism and theories about *Verfremdung* or the Enlightenment as background to works such as Lessing's *Emilia Galotti* or Goethe's *Faust I*. It was also possible to interpret cultural background as internal to the work, for instance the culture of economic and political decline in the little town of Gullen which allows the events of '*Der Besuch der Alten Dame*'.

Many candidates successfully related the two, for example, discussing a West German director's portrayal of the fall of the Berlin wall and the cultural changes it sparked in East Germany within the work '*Goodbye Lenin*', the cultural and political climate at the time of the film's production, the *Ostalgie* created and emphasised by the interplay between the two. A number of candidates successfully considered the cultural background of German collective guilt on works such as *Besuch* and *Der Vorleser*.

A wide variety of understandings of cultural background were accepted including social, political and economic factors, as well as ideologies and artistic / aesthetic theories.

In terms of the importance of the cultural background, the most thoughtful responses made the argument that the background was important to the story as it was the rationale for the creation of the work, drove the plot and explained the characters, or at least their actions. Many responses explained that through the book/film the reader/viewer could learn about the cultural background of the time or the author. A few essays argued that the background was not important, and this was occasionally well done.

Overall, many students seemed to struggle with the concept of '*kultureller Hintergrund*' and essays often remained descriptive rather than analytical.

Some of the responses were not even about '*kultureller Hintergrund*' but on anything the candidates seemed to remember about the film/book/play. A few students wrote about symbolism, themes, and techniques.

Some candidates concentrated on a narrative approach at the expense of analysis and evaluation simply reviewing their chosen film or novel with no attempt to address the question.

In some cases, candidates wrote out a long, obviously pre-learnt introduction which had no relevance to the title - this was not a good use of a limited word count. Conversely some essays had no introduction, with the candidate completing the question without even giving the name of the work leaving the examiner to guess by names and setting.

However, most candidates were able to use their knowledge and research to relate to the question to some extent and to use quotes and examples to justify their points and move the interpretation forward. The balance between a descriptive approach in which arguments were explained alongside the description of a scene/chapter etc, and the analysis of what this means in relation to the question was quite difficult to strike.

Candidates who had studied '*Goodbye Lenin*' and '*Das Leben der Anderen*' showed a good

understanding of the cultural background drawing on the results of the reunification and the political system of the GDR as opposed to a more capitalistic system of the BRD. Many candidates discussed the *Alltagskultur der DDR* as well as the suppressive nature of the Stasi and SED but, unfortunately, findings were often not well-evidenced and developed clearly.

By far the most popular work was '*Das Leben der Anderen*', which offered a wide scope for social/historical background analysis. Some essays gave too much weight to the authenticity of Stasi methods and equipment used in the film, but there were many good to very good responses that managed to address the question well. Some of the strongest responses which focused on this work were able to link the concepts of artistic culture to the political background and every day culture.

'*Der Vorleser*' was also a popular choice and many students had prepared this well but again, some struggled to move away from a narrative approach to a more in-depth analysis of the post-war generation.

There were some interesting choices such as '*Corpus Delicti*', '*Die Schachnovelle*' or '*Die Fremde*' which showed a good understanding of the cultural background.

dieser Hintergrund ist wichtig, weil wegen der Unterdrückung der DDR, ~~es~~ hat Jerka sich umgebracht, was den ~~weiteren Verlauf~~ des Films ~~völlig ändert~~. Wegen unserem Verständnis der Situation in Ostdeutschland, können wir die Beweggründe des Charakters besser verstehen und mit die Charaktere besser mitfühlen.

35

Gleich zu Anfang des Films ~~lernen wir~~ ^{können wir} wie „skandalös“ das System ist, als Hempf empfiehlt Oberleutnant Anton Orubitz, Oreymans Wahrung zu verwahren, weil ~~er~~ er eine Affäre mit Schauspielerin, Christa Maria Heland ^{haben will} ~~hat~~, lernen wir wie „skandalös“ ^{und corrupt} das System war. Menschen wurden erpresst, um Dinge sie nicht wollen, zu tun. Zum Beispiel, Oreymans Nachbarin, Frau Meixner ^{von der Stadt} wurde erzählt, dass wenn sie „ein Wort zur irgendetwas“ ^{verliert} sagt, ihre Tochter ihnen ~~ein~~ Medizin Studienplatz. Auf ähnliche Weise ^{wurde} ~~hatte~~ Christa Maria in eine Affäre mit Hempf ~~er~~ gezwungen, um ihre Karriere zu schützen, was Gefühle von Ablehnung ~~von~~ für Hempf hervorruft.

45

Dieser Hintergrund ist wichtig, weil die Korruption in ^{der} der DDR-Gesellschaft der Grund ist, warum Mpf Hauptmann Wieler, ~~der~~ die ~~schlüssel~~ Hauptcharakter des Films, eine Wesenswandlung erlebt, was



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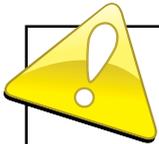
Examiner Comments

In this extract we can see the candidate's repeated references back to the question. Quotations are used to substantiate opinions, there is some discussion and analysis and thoughtful references to the importance of the cultural background for the work.

This is clearly very good understanding, both of the work and of the implications of the question. For excellence we would be looking for deeper analysis and evaluation.

The organisation and development is good with occasional lapses. To improve this, candidates should work on more logical argument and development within points, and more integration of reference to the text and point made about it.

The language is good with a range of structures and some successful complexity but also some inaccuracy, especially in more complex elements.



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Examiner Tip

Analysis and evaluation should be more directly linked to the points made from the film. In this example, the candidate talks about understanding the motivation of the characters. This is a good point, and some of the examples do show this, but they are not fully tied into the point that has been made.

Summary

Overall, candidates produced a range of responses and were able to demonstrate their abilities effectively. Based on their performance on this paper, candidates are offered the following advice:

- Aim to identify major grammatical elements used in Q1 and translate them correctly.
- Convey the essential meaning of the passage in Q1 (translation).
- Check work carefully for errors.
- For research-based essay, work on more logical arguments and development within points
- Answer the question carefully and with precision.
- Answer the questions within the specification.
- Read, research and understand - general knowledge is not enough for Section C (Research-based essay).

Ofqual



Llywodraeth Cynulliad Cymru
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