

Mark Scheme (Results)

Summer 2016

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

The translation into target language is allocated **10 marks**. The text for translation will be divided into **5 sections**.

Each section is worth **2 marks**

|   | English                                                                                                                                                                        | Target language                                                                                                                                                    | Acceptable alternatives                                                                                                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Can we</b> justify the <b>high costs of university</b> ?                                                                                                                    | Können wir die hohen Kosten der Universität <i>rechtfertigen</i> ?                                                                                                 | die hohen Universitätskosten<br>von Universitäten<br>von der Universität<br>Studienkosten<br>von einem Studium<br>Gebühren<br>Unigebühren<br>justifizieren                                                                |
| 2 | For example <b>in England</b> it now <b>costs</b> much <b>more</b> than in most countries of the <b>European Union</b> .                                                       | Zum Beispiel kostet es jetzt in England viel mehr als <i>in den meisten Ländern der Europäischen Union</i> .                                                       | der EU<br>Mitgliedsstaaten der EU                                                                                                                                                                                         |
| 3 | <b>Many students</b> also move to <b>another city</b> in order to <b>study</b> , which can often become quite <b>expensive</b> .                                               | Viele Studenten <i>ziehen</i> auch in eine andere Stadt <i>um</i> , um zu studieren, <i>was oft ziemlich teuer werden kann</i> .                                   | Ziehen without separable prefix                                                                                                                                                                                           |
| 4 | Since <b>only five lectures per week</b> are offered by <b>some universities</b> , more and more <b>young people</b> are now <b>asking</b> themselves: is it <b>worth it</b> ? | <i>Da von</i> einigen Universitäten nur fünf Vorlesungen pro Woche <i>angeboten werden</i> , fragen sich nun <i>immer mehr</i> Jugendliche: <i>Lohnt es sich</i> ? | Weil<br>Lektion<br>Tolerate Unterrichten<br>Tolerate Stunden<br>Accept active construction if accurate<br>Tolerate mehr und mehr<br>...ob es sich lohnt.<br>Tolerate lohnt with lower case 'l'<br>Ist es es wert<br>jetzt |
| 5 | If one <b>considered</b> the rising <b>unemployment</b> rate, one would probably <b>decide against</b> it.                                                                     | Wenn man die <i>steigende Arbeitslosenrate in Betracht ziehen würde</i> , würde man <i>sich wohl dagegen entscheiden</i> .                                         | Denken an / denken über<br>betrachtet<br>Wahrscheinlich<br>Arbeitslosenquote<br>Berufslosigkeit<br>Tolerate:<br>Arbeitslosigkeitsrate                                                                                     |

Essential information is **emboldened** in the English text. Candidates **must** communicate essential information in order to access marks but this basic communication is not sufficient in itself. Marks will be awarded according to the quality and accuracy of the translation.

Complex elements are *italicised* in the target language text.

In assessing the candidate's performance, the descriptions detailed below will be used.

Each section will be awarded one of the marks shown.

| <b>Mark</b> | <b>Description</b>                                                                                                                                                                                                                       |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2           | Essential information and relevant details are conveyed clearly and accurately. Simple grammatical elements and lexis are well translated. Complex grammatical elements and lexis including word order are generally accurate.           |
| 1           | Essential information is conveyed comprehensibly with some weaknesses in the use of language. Simple grammatical elements and lexis are generally acceptable. Complex grammatical elements and lexis are attempted with limited success. |
| 0           | Essential information is not conveyed due to errors in basic grammatical elements and lexis. Complex grammatical elements and lexis are unsuccessful.                                                                                    |

**SECTION B : Creative or Discursive Essay**  
**Writing**

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(a)</b>     | <p>Warum protestieren diese Menschen?<br/>Erzählen Sie, was vorher passiert ist!</p> <p>The answer should be a sensible story concerning the reasons leading up to a protest. The reasons should be appropriate to the people in the picture, in terms of age, gender, relevant issues. Given the age of those in the photograph, topics could be university related, or related to various laws / rules which apply to those of that age. In order to access the full range of marks, candidates will need to consider the causes of the protest / the events leading up to the protest.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                  | Mark        |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(b)</b>     | <p>Ich stand an der Bushaltestelle. Ein schwarzer Porsche hielt an, und die Fensterscheibe ging langsam herunter. Ich sah...<br/>Erzählen Sie weiter!</p> <p>The answer should be a sensible story about something the writer sees inside the car when the window is lowered. It could be a famous person, an idol, a former school friend who has come into money.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                         | Mark        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(c)</b>     | <p style="text-align: center;">Bevölkerung ohne Internet!<br/>Wegen eines Computervirus war das ganze Land<br/>24 Stunden lang „offline!“</p> <p>Schreiben Sie einen Zeitungsbericht über dieses Ereignis!</p> | <b>(45)</b> |

|  |                                                                                                                                                                                                                                                                                                               |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | The answer should be a <b>newspaper report</b> about a country which lost all internet access for 24 hours. The consequences of the lack of internet should be explored and should be believable. It could include interviews with people from the country, ideally covering various viewpoints of the issue. |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark        |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(d)</b>     | <p>Alle jungen Leute sollten für ein Jahr zum Militär gehen. Was halten Sie davon?</p> <p>The answer should consider arguments and issues on whether or not it would be desirable for all young people to do a year's military service. It might include arguments about the benefits of military service to state and individual and / or arguments for pacifism. It might consider the merits of alternatives such as Zivildienst, or it might make an argument based on an individual's freedom of choice. The question clearly invites a discussion on whether young men and women should be treated equally in this respect.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mark        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(e)</b>     | <p>Die Regierung soll die Medien zensieren dürfen. Inwiefern stimmen Sie zu?</p> <p>The answer should consider arguments and ideas on the pros and cons of censorship of the media. Pros could refer to the combat of child pornography or stopping the spread of terrorism. Those against censorship may refer to countries in which the media is heavily controlled by the government, explaining the reasons and problems this causes and why this is not desirable. Human rights issues may also be explored.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                    | Mark |
|-----------------|-------------------------------------------------------------------------------------------|------|
| <b>2(f)</b>     | Wer nicht arbeitet, kann auch kein Geld vom Staat erwarten! Sind Sie damit einverstanden? |      |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|  | <p>The answer should consider arguments and ideas on the subject of state welfare and benefits for those out of work. The reasons for providing benefits could be that not everybody who is unemployed chooses to be so. The benefits system offers a safety net. People who are not able to work must be provided for.</p> <p>The arguments against may focus on those who abuse the system, the high costs of the system or the unfairness of people on benefits having more money than some who work</p> | <b>(45)</b> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>2(g)</b>     | <p>Der Tourismus ist eher menschenfeindlich als menschenfreundlich. Inwieweit sind Sie auch dieser Meinung?</p> <p>The answer should consider arguments and ideas on the effects of the tourism industry on people. Those who believe it does enrich the lives of the majority may discuss the benefits enjoyed by the tourist (eg. educational) or by those who live in a tourist destination (eg. economical).</p> <p>On the other hand, those against could include the human effect of the impact on “unspoilt” rural landscapes, the environmental issues faced by residents or local wildlife, or possibly the low pay and exploitation which results from travel companies trying to offer cheaper holidays, or tourists trying to find cheap deals.</p> | <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 : Researched Based Essay

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>3(a)</b>     | <p>In der Stadt / Region die Sie studiert haben, wie hat sich die Industrie geändert? Inwiefern ist die Industrie dort auf die Zukunft vorbereitet?</p> <p>The answer will need to identify some changes in industry over time based on research and reading. For example, in the Ruhr, industry has had to shift from heavy to more modern. Former East German states will be interesting choices for this question. Other places include Berlin, which now relies heavily on tourism, or Hamburg, for example, which has changed the way in which its port operates over the years.</p> <p>In order to respond to the question, the answer will have to evaluate these changes, and comment on whether or not they have been sensible, in terms of what the future of the region holds. Have the changes been carefully planned or not?</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark        |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>3(b)</b>     | <p>Welche sozialen Veränderungen gab es in dem Zeitraum, den Sie studiert haben? Welche Auswirkungen hatten diese Veränderungen auf die Bevölkerung?</p> <p>The essay will need to identify some social changes, based on research and reading. For example, in the Nazi Period, these may include the Hitler Youth, the propaganda, and the exclusion of Jews and others from various aspects of society. Many study the GDR, and so may mention censorship, the wall separating families, the attempts at improving social policy and living standards during the Honecker era etc.</p> <p>In order to respond to the question, the response must include an evaluation of these changes, considering positive and negative aspects as appropriate, in relation to the population of the time.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>3(c)</b>     | <p>Was war wohl die größte politische Herausforderung der modernen deutschsprachigen Gesellschaft? Wie Erfolgreich war die Regierung in der Bewältigung dieser Herausforderung?</p> <p>In Germany this could be reunification, introduction of the Euro, the euro crisis, the recent refugee crisis and the rechtsradikale reaction to the influx of refugees. There is a lot of choice.</p> <p>Any "challenge" is suitable, as long as the candidate states explicitly what the challenge was and explains the difficulties which arose as a result, based on research and reading.</p> <p>Candidates should evaluate of how the government dealt with the challenge in order to answer the second part of the question – this could possibly include suggestions as to what could have been done instead.</p> | <b>(45)</b> |

| Question Number | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark        |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>3(d)</b>     | <p>Beschreiben Sie die Ziele eines der Charaktere in dem Werk, das Sie studiert haben. Inwieweit hat der Charakter diese Ziele erreicht?</p> <p>The answer should identify a character and state his/her aim(s) in the story. What did they want to achieve, what was their purpose?</p> <p>An alternative, relevant interpretation of 'Ziele' is 'purposes'. Candidates could consider the purpose(s) of the character in the overall work, as intended by the author.</p> <p>In order to respond to the question, candidates must evaluate the extent to which the goals / aims / purposes were met or fulfilled. What went well, what went wrong? The best answers will have supporting quotes / specific reference to the work.</p> <p>For example:<br/>Klara (Besuch der Alten Dame) aims to buy justice. On a simplistic level, she achieves her</p> | <b>(45)</b> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>aims, because she pays money to the Güllener, and Ill is killed (in retribution for ills done to her). A more sophisticated analysis and evaluation would question whether retribution and justice are identical – has Klara failed in her aim because she has bought retribution rather than justice? Has she failed to buy justice because justice cannot, by definition be bought? Because her actions in paying for a death are immoral and therefore undermine the very notion of justice?</p> <p>Alternatively:<br/>Dürrenmatt's purpose in creating the character of Klara is to provoke a discussion of the relationship between justice, the judicial system and wealth. By juxtaposing young, poor Klara who was a victim of the judicial system with old, monstrous, artificial Klara, who uses her vast wealth to buy justice – or retribution – Dürrenmatt effectively raises questions, such as, whether justice can be bought, and whether a retrospective ill can offset an earlier ill.</p> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

| Mark    | AO2: 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  | AO2: 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  | AO3: 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.