



Examiners' Report June 2023

GCE German 9GN0 01

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Introduction

This unit is designed to assess candidates' reading and listening comprehension and translation skills, using a variety of authentic resources. Candidates are required to understand and convey their understanding accurately and have further opportunity to demonstrate their ability to translate accurately from German into English.

The content for the unit is drawn from four themes: *Gesellschaftliche Entwicklung in Deutschland*, *Politische und künstliche Kultur im deutschen Sprachraum*, *Immigration und die deutsche multikulturelle Gesellschaft* and *Die Wiedervereinigung Deutschlands*. Please refer to the specification for further information.

All questions on this paper are marked according to a points-based mark scheme, which is updated at the standardisation meeting to take account of the full range of candidate responses. Certain marking principles are applied by examiners, which teachers need to take into account when preparing candidates for this examination. The most important of these is **the order of elements rule**.

Examiners assess responses in the order of elements given by the candidate and consider no more elements than the number of marks available. Thus, in a 2-mark question, only the first two elements can be credited. However, repeating or paraphrasing the question or a preamble to an acceptable response do not count as elements in the response.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 6 – 7 minutes and are recorded onto CD (or are available for Centre download as an mp3 file). Tasks involve a multiple-choice test, answering questions in the target language on a variety of extracts of varied length, and summarising in German the main points of a passage. The total mark for this section is 30.

Section B is also out of 30 marks and assesses candidates' reading skills. There are five authentic texts in German, with various degrees of difficulty. One of them is a literary text. Task types include multiple-choice task, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 20 marks and comprises a translation from German into English.

The overall time allocation for this paper is 2 hours. Candidates are recommended to start with the listening material and to complete this within 50 minutes. 50 minutes is recommended for Section B and 20 minutes for Section C, although candidates are free to vary this, if they wish. However, it is important to leave sufficient time for the translation because this is worth 25% of the whole paper.

Overall, there were some impressive performances by candidates, who demonstrated a wide knowledge of vocabulary and an ability to answer questions manipulating language accurately at this level. Many candidates coped well with this paper, in particular in Section B reading, considering the situation candidates have experienced throughout the COVID-19 pandemic.

Question 2

Q02 carries five marks and requires candidates to produce written responses in German to questions set in German.

'Lifting' is allowed, although this can lead to transcription errors. However, candidates need to remember that any such 'lifts' must be targeted – indiscriminate transcription of what they have heard is not a guarantee of a mark.

Quality of language is not assessed, and full sentences are not required, but candidates must communicate their answers unequivocally and should be aware that full and detailed information is needed. Some allowances are made with regards to spelling: however, if a misspelt word becomes ambiguous or an English spelling is used, a mark is withheld.

The transcript was about the organisation *Integration durch Sport*.

Overall, the task was accessible to most candidates and a wide spread of marks was achieved. Some candidates coped well with a large number achieving 4 or 5 marks. However, some marks were lost when specific information from the text was missing and answers were too general.

Q02(a) This question wanted candidates to express that the organisation originally aimed to help people with a background of migration and *Aussiedler* was also an acceptable answer. Some candidates wrote *Flüchtlinge* as answer, which was rejected, but many were able to gain the mark.

Q02(b) Candidates could obtain 2 marks and most gained at least 1 mark. Most candidates expressed the idea of the organisation spreading across the whole country in an acceptable way. Quite a few said it had changed its name, as well as its target group.

Q02(c)

This question was generally well-answered, and most candidates were able to gain one mark stating *Schulungen* or *Kauf ausreichender Sportgeräte* as answers. Some lost a mark by listing sports activities on offer, which indicated that they did not read the questions carefully.

There was a variety of spellings for *ausreichende Sportgeräte* but many were accepted, as long as they made sense phonetically .

Q02(d)

Most candidates gained one mark here and there was an equal spread between *Teamarbeit/Zusammenarbeit* and *Sprachkenntnisse*.

Some wrote *Man lernt neue Leute kennen* as an answer and did not receive marks because it is not considered a skill.

When answering a question, only write as many answers as points available. If you give a list of possible answers, only the first answer will count and even if the correct answer is somewhere in the list and the first answer is wrong, no mark will be awarded.

Hörtext 2 – 30 Jahre Integration durch Sport

2 Sie hören diesen Bericht zur Initiative „Integration durch Sport“. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wem wollte diese Initiative ursprünglich helfen?

Leuten mit Migrationshintergrund

(1)

(b) Wie entwickelte sich die Organisation? Nennen Sie **zwei** Details.

(2)

- breitete sich zuerst in den alten, dann in den neuen Bundesländern erfolgreich aus
- hilft nun vor allem Flüchtlingen

(c) Was ermöglichen die finanziellen Mittel für die Kursleiter?

Schulungen für Personal und den Kauf ausreichender Sportgeräte um das Programm zu ermöglichen

(1)

(d) Welche Fähigkeit für eine erfolgreiche Integration lernt man?

(1)

trainiert Körper, lernt neue Leute kennen, verbessert seine Sprachkenntnisse

(Total for Question 2 = 5 marks)



Q02(a)

The first answer is correct and illustrates that candidates do not have to answer in full sentences. (1)

Q02(b) gains both marks. The candidate uses bullet points to separate the answers, which is helpful but not required. (2)

In Q02(c) the mark is awarded and both possible answers are given. (1)

Total: 4 marks

Hörtext 2 – 30 Jahre Integration durch Sport

2 Sie hören diesen Bericht zur Initiative „Integration durch Sport“. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Wem wollte diese Initiative ursprünglich helfen?

(1)

Die Initiative wollte ursprünglich Aussiedlern helfen.

(b) Wie entwickelte sich die Organisation? Nennen Sie **zwei** Details.

(2)

Die Organisation entwickelte sich zuerst in den alten Bundesländern, und dann in den neuen Ländern. Jetzt helfen sie besonders Flüchtlingen.

(c) Was ermöglichen die finanziellen Mittel für die Kursleiter?

(1)

Es ermöglicht den Kursleitern, Schulungen zu bekommen.

(d) Welche Fähigkeit für eine erfolgreiche Integration lernt man?

(1)

Man lernt Sprachkenntnisse.



ResultsPlus
Examiner Comments

This is an example of a candidate answering all questions successfully and achieving full marks in this task.

All answers are given in short sentences, providing all required details.

Total: 5 marks

Question 3

Q03 required candidates to respond in German to questions set in German and carried 9 marks. The recording featured an interview about sustainable tourism in the Alps. This task discriminated well.

Q03(a)

A high level of success was achieved here, and most candidates were able to gain the mark by stating that the organisation supported sustainable tourism. Occasionally, either sustainability or tourism were not mentioned, and no mark was awarded.

Q03(b)

This section required candidates to state that places that enable holidays without using cars are able to join. It proved difficult for many candidates, who simply wrote *22 Orte aus den Alpenländern* without mentioning the idea of holidaying without a car. As the question is in the present tense, the condition for joining was the answer, not who had joined so far.

Q03(c)

This question asked candidates to express the idea that the mayor would not be mayor anymore if he introduced car-free zones. It discriminated well. Stronger candidates were able to express this idea but quite a few communicated that there is no mayor anymore, which did not receive credit.

Q03(d)

Most candidates were able to obtain at least one mark and many both marks. The idea that the buses run all day was communicated by most candidates. That these buses were free-of-charge was expressed by many, although some candidates wrote that they are cheap, which was not specific enough. Some candidates explained successfully how the 'Samos-card' worked, as well.

Q03(e)

In this question, candidates were required to answer how effective the measures were that were taken. There was flexibility towards opinion when awarding the mark for opinion, as long as the idea was communicated that it was not fully successful.

Q03(f)

This was a 2-mark question and most candidates received at least one mark and many, both. It asked about how Ms Blatter made her hotel more sustainable.

One mark was gained by stating that she had solar panels installed or alternatively, produced her own electricity, which almost all candidates communicated successfully.

The second mark was gained by stating that she had the building better insulated or alternatively, reduced her energy consumption. A number of candidates answered this correctly, but some lost the mark by misspelling *Isolierung*.

Q03(g)

Most candidates gained a mark and stated successfully that visitor numbers increased.

Hörtext 3 – Alpine Pearls

3 Hören Sie dieses Interview aus einer Radiosendung zum Thema Nachhaltigkeit. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was unterstützt die Gruppe „Alpine Pearls“?

(1)

Diese Sendung

(b) Welche Orte dürfen der Gruppe „Alpine Pearls“ beitreten?

(1)

Die 22 Orte ^{haben sich} aus den alten Ländern angeschlossen, ^{nachhaltigke} zu werden.

(c) Woher weiß man, dass autofreie Zonen unbeliebt sind?

(1)

weil er da bestimmt kein Bürgermeister mehr wäre.

(d) Warum sind Elektrobusse besonders vorteilhaft? Nennen Sie **zwei** Details.

(2)

Die Kosten sind in der Samerkarte enthalten. Sie haben den Gebrauch von Autos reduziert.

(e) Wie effektiv sind die neu eingeführten Maßnahmen?

(1)

So la la - Die Bekanntheit der Menschen ^{vermindert einen Autonren Verkehr.}

(f) Wie hat Frau Blatter ihr Hotel nachhaltiger gemacht? Geben Sie **zwei** Beispiele.

(2)

Sie hat Solar Panels ~~ist~~ installiert. Sie hat den Energieverbrauch ~~re~~ durch Isolierung reduziert.

(g) Wie beeinflussen die Veränderungen Frau Blatters Besucherzahlen?

(1)

Mehr Gäste - die Buchungen haben zugenommen.



Q03(a)

The first answer is not in line with the text and does not receive credit. (0)

Q03(b)

The answer given here is a frequent incorrect answer. The question asks who is allowed to join the group and it seems many candidates misunderstood the tense and answered who had joined so far. (0)

Q03(c)

This was well-answered and a mark is given. (1)

Q03(d)

This response receives one out of two possible marks by stating that traffic was reduced. (1)

One mark is withheld because it is not clear that the card is free for tourists.

Q03(e)

The candidate expresses an opinion and evaluates well, receiving the mark. (1)

Q03(f)

Both marks are gained because both measures are stated successfully. (2)

Q03(f)

The final answer is also correct and gains a mark. (1)

Total: 6 marks



Ensure you read the question carefully.

Double-check question word and tense to ensure comprehension.

Read your answers carefully and ask yourself if you are specific enough.

Hörtext 3 – Alpine Pearls

3 Hören Sie dieses Interview aus einer Radiosendung zum Thema Nachhaltigkeit. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was unterstützt die Gruppe „Alpine Pearls“?

(1)

Nachhaltigkeit im Tourismus in den Alpen

(b) Welche Orte dürfen der Gruppe „Alpine Pearls“ beitreten?

(1)

Orte die Urlaub ohne Auto garantieren können

(c) Woher weiß man, dass autofreie Zonen unbeliebt sind?

(1)

Weil er kein Bürgermeister mehr ~~wäre~~ ^{wäre}

(d) Warum sind Elektrobusse besonders vorteilhaft? Nennen Sie **zwei** Details.

(2)

• Sie fahren den ganzen Tag

• Kosten sind in der "samo Karte" welche gratis sind => gratis

(e) Wie effektiv sind die neu eingeführten Maßnahmen?

Bus fahrt.

(1)

Effektiv, aber nicht zu 100%

(f) Wie hat Frau Blatter ihr Hotel nachhaltiger gemacht? Geben Sie **zwei** Beispiele.

(2)

• Solar ~~an~~ Solaranlage installiert

• Bessere Isolierung

(g) Wie beeinflussen die Veränderungen Frau Blatters Besucherzahlen?

(1)

Buchungen ~~haben~~ zugenommen



ResultsPlus
Examiner Comments

This is an example of a candidate achieving full marks.

The candidate uses concise answers and provides all required details.

Total: 9 marks

Question 4 (a)

Q04(a)

This question required candidates to respond in German to questions set in German and carried 6 marks. The recording featured an interview about higher education in Germany and discussed the possible institutions *Universitäten* and *Fachhochschulen*. Candidates demonstrated that they were familiar with the topic education and the task was approached well.

Q04(a)(i)

Candidates were supposed to state that the big choice can make a decision complicated. Many candidates obtained the mark and only a few did not. This was because they stated simply that there is a big choice, which did not answer the question.

Q04(a)(ii)

Almost all candidates stated successfully that the majority of candidates undertake their studies at a traditional university.

Q04(a)(iii)

Two marks could be gained by explaining that studying at a *Fachhochschule* enabled candidates to do more practical work and gain job experience. Only a minority of candidates confused the advantages and stated advantages of a traditional university, losing both marks.

Q04(a)(iv)

Most candidates received this mark and expressed successfully that students have to pass a test before being able to join. A few found it difficult to be clear when using a longer answer rather than only writing *eine Prüfung*. Some only stated *Vorraussetzung* and did not gain the mark.

Q04(a)(v)

Many candidates were able to state that the qualification is internationally recognised. Some lost a mark by stating simply that 'you can study abroad', which does not answer the question. A few candidates spelt *anerkannt* as *bekannt*, which did not receive credit.

In listening tasks, when using words from the text in their answer, candidates should ensure that spelling is in line with the words in the text.

If they do not know the word, they should listen to it as often as needed and spell it out phonetically.

Hörtext 4(a) – Studieren in Deutschland – die Qual der Wahl?

4 (a) Hören Sie diesen Podcast über ein Studium in Deutschland. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(i) Welches Problem verursacht die große Auswahl an Studiengängen?

(1)

~~dass sie die Studenten nicht~~ ~~completieren~~ ~~ihren~~ ~~Studien~~

(ii) Wo studieren die meisten Jugendlichen?

(1)

~~3 Millionen~~ Am Universitäten

(iii) Welche Vorteile bietet eine Fachhochschule? Geben Sie **zwei** Beispiele.

(2)

~~Seine~~ ~~Lehre~~ praktisch arbeit und Versuchsliche erfahrung

(iv) Was muss man machen, um an einer Musikhochschule zu studieren?

(1)

Musik oder Kunst

(v) Warum hat man mit einem Studium in jedem Land berufliche Vorteile?

(1)

Weil sie sind international bekannt

~~die~~ ~~hier~~ ~~abschlüssen~~



Q04(a)(i)

This answer does not receive a mark because it does not specify that it makes the choice complicated. (0)

Q04(a)(ii)

A mark is given because it is the correct answer. (1)

Q04(a)(iii)

This receives both marks: although the spelling is not perfect, it still communicated sufficiently when read aloud. (2)

Q04(a)(iv)

A mark is withheld because the answer does not really match the question. (0)

Q04(a)(v)

Unfortunately, the answer does not receive a mark because the qualification is internationally recognised (*anerkannt*), not well known (*bekannt*). (0)

Total: 3 marks

Question 4 (b)

This question required candidates to summarise three main points from the dialogue, making sure to address all of the bullet points.

Candidates who tried to transcribe the whole dialogue were penalising themselves because only the first point made for each bullet point would be credited using the order of elements rule. This is applied discretely. Candidates should ensure to pinpoint the bullet points.

This year, many candidates approached this task successfully and performed well across both tasks, many gaining two or full marks in both parts.

Q04(b)(i)

Most candidates performed well and received 2 or 3 marks, summarising the points succinctly.

Many were able to express that the subject has better chances of doing a master's degree by studying at her university. Some candidates misunderstood this and declared that she liked her master's studies at university.

For bullet point two, most candidates could express that she has a lot of self-discipline and work ethics, which received the mark, and some could explain further, why.

For bullet point three, most candidates were able to say that (bigger) universities have better resources, although the spelling of resources posed a challenge for a few.

Most candidates realised that they needed to be succinct in their answers because a summary requires this. A few wrote so much extra before getting to the point that they lost marks. This was more the case in this task (i).

4 (b)(ii)

This part proved very accessible, with more candidates gaining 3 marks.

The first two bullet points were summarised well, and most candidates expressed that there was a more personal learning atmosphere, and the study was well-structured.

Some pointed out that the subject was given a timetable, which received credit as well.

The third point was the least successful, with many answers stating that employers prefer graduates from university, which was only the perception, but not the experience, Ahmed made.

Fassen Sie den folgenden Hörtext zusammen. Kurze Antworten sind ausreichend.

Geben Sie drei Details für Frage 4(b)(i) und drei Details für Frage 4(b)(ii).

Hörtext 4(b) – Studieren in Deutschland – die Qual der Wahl?

(b) Hören Sie, was Anina und Ahmed, zwei ehemalige Studenten, über ihr Studium sagen. Antworten Sie **auf Deutsch**.

(i) Fassen Sie zusammen, was Anina über die folgenden Themen sagt:

- ein Masterstudium (1)
- Selbstdisziplin (1)
- Ausstattung (1)

Sie kann hier besser forschen ^{also} ~~und~~ besserer Chancen um ein Master zu machen. Sie brauchte gute Arbeitsmoral und hohe Selbstdisziplin. Große Unis haben besser Ressourcen, wie ein Bibliothek.

(ii) Fassen Sie zusammen, was Ahmed über die folgenden Themen sagt:

- Lernatmosphäre (1)
- Aufbau seines Studiums (1)
- Einstellung der Arbeitgeber (1)

Er hatte klein Lerngruppe also hatte mehr persönliche Kontakte mit Dozenten und Studenten. Sein Studium gut strukturiert war. ^{0,5r} Viele Arbeitgebern möchten Absolventen von Universität.



The candidate uses the provided lines to write the answers. One sentence per bullet point is written and the sentences are divided clearly by full stops.

The candidate gains all three marks in Q04(b)(i) and the first two marks in Q04(b)(ii).

Unfortunately, the last answer is not credited because the text says there is the idea that employers would prefer graduates from university. That this was not the case, according to Ahmed's experience, should have been pointed out.

Q04(b)(i): 3 marks

Q04(b)(ii): 2 marks

Total: 5 marks

Total:



When completing the summary task, candidates should make it clear where their answer for each bullet points starts and ends.

They may use full stops for sentences or use bullet points.

Ideally, write one sentence per summary point as does this candidate as the order-of-element rule (see task 2) is applied per bullet point.

Fassen Sie den folgenden Hörtext zusammen. Kurze Antworten sind ausreichend.

Geben Sie drei Details für Frage 4(b)(i) und drei Details für Frage 4(b)(ii).

Hörtext 4(b) – Studieren in Deutschland – die Qual der Wahl?

(b) Hören Sie, was Anina und Ahmed, zwei ehemalige Studenten, über ihr Studium sagen. Antworten Sie **auf Deutsch**.

(i) Fassen Sie zusammen, was Anina über die folgenden Themen sagt:

- ein **Masterstudium** (1)
- **Selbstdisziplin** (1)
- **Ausstattung** (1)

- ihr Studium bringt höher ~~selbst~~chancen ein Masters zu machen
- Man braucht höher Selbstdisziplin weil es viel Freiheit gibt
- Große Universitäten haben oft besserer Ressourcen wie ein große Bibliothek

(ii) Fassen Sie zusammen, was Ahmed über die folgenden Themen sagt:

- **Lernatmosphäre** (1)
- **Aufbau seines Studiums** (1)
- **Einstellung der Arbeitgeber** (1)

- Die Lerngruppen waren kleiner mit bessere Kontakt mit Lehrer und Studenten
- Sein Studium war gut strukturiert (Studentenplan wurde organisiert)
- fr hat kein Problem eine Stelle (Total for Question 4 = 12 marks) zu finden

TOTAL FOR SECTION A = 30 MARKS



The candidate uses bullet points to signpost their answers and all bullet points are answered in the order given.

This candidate received full marks. All answers summarised the key messages of the text.

Q04(b)(i): 3 marks

Q04(b)(ii): 3 marks

Total: 6 marks



Answer the bullet points in the order given and signpost your answers clearly.

Question 6

Q06 required candidates to select four statements in German, from a list of nine.

If candidates crossed more than four statements one mark was withheld for each cross in excess of four. Thus, six crosses, including four correct ones, gained a total mark of two.

This text was a blog about an event in Northern Germany called *Die Kieler Woche*. This task discriminated well this year. Candidates were able to cross at least three correct sentences and some candidates received full marks.

Question 7

Q07 required candidates to respond in German to questions set in German, and carried 6 marks.

Quality of language was not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors were tolerated as long as the answer was comprehensible and unambiguous.

In this context, an inappropriate possessive adjective or personal pronoun impeded communication and a mark was withheld for the first misuse. Full sentences were not required but sufficient detail must be included in the response to answer the question completely.

As in all previous series', targeted 'lifts' were accepted. Targeted 'lifts' meant that candidates did not have to answer using their own language and may rely on the language in the text when this was appropriate.

However, candidates should avoid lifting whole sections out of the German text in the hope that the answer might somehow be found in the 4 or 5 lines copied. This, of course, no longer constituted a targeted lift and no marks could be gained in this instance.

Candidates should also pay attention to the need for the lifted material to answer the question as set. They should be aware that it may not be possible to lift answers from the text for all questions.

Text 7 talked about the most famous east German spy, Günter Guillaume and proved accessible to many candidates.

Q07(a)

Many candidates managed to gain the mark and stated that they were trying to steal knowledge from West German industries. Some candidates did not use a verb, which was necessary to achieve the mark and therefore received no credit.

Q07(b)

This question proved accessible to many candidates: however a number lost the mark by stating that they left the GDR, which was rejected as an answer.

Q07(c)

This question proved accessible to many candidates and they were able to state that he was famous because he managed to spy on the chancellor. A few candidates stated that it was not intended by the Stasi for him to progress that high, and lost the mark. Some candidates claimed it was due to his ability to organise, which did not answer the question.

Q07(d)

This was a 2-mark question and most candidates obtained at least one mark. The answers should express how the German government reacted when it first suspected him to be a spy.

Many candidates were able to express that he was observed and received the mark, but a number of candidates found it difficult to express successfully in German that he was left in his position. Some stated simply that he was arrested one year later, which was not a valid answer.

Q07(e)

A high level of success was achieved here and almost all candidates expressed successfully that it led to the resignation of the Chancellor, Willy Brandt.

- 7 Lesen Sie diesen Artikel aus dem Jahr 2014 über die Aktivitäten der Spione der DDR in der BRD. Beantworten Sie die Fragen **auf Deutsch**.

Spione im Westen

Das Verhältnis der DDR zum Westen wurde durch das Enttarnen ostdeutscher Spione in westdeutschen Institutionen erschwert. Diese spionierten für die Hauptverwaltung „Aufklärung“ und meistens war ihr Ziel die westdeutsche Industrie, um das technische Wissen der Bundesrepublik zu stehlen.

Der aber gewiss bekannteste Spion in der Geschichte der Bundesrepublik war Günter Guillaume, der in der Politik tätig war. Er und seine Frau haben 1956 die DDR verlassen und hatten beide 1957 den Auftrag, in die sozialdemokratische Partei in Frankfurt einzutreten. Da Günter Guillaume über ein gewisses Organisationstalent und den nötigen Fleiß verfügte, stieg er kontinuierlich bis ins Bundeskanzleramt auf – was von der Stasi eigentlich nie beabsichtigt war.

Als 1973 ein erster Verdacht aufkam, wurde Guillaume eine Zeit lang observiert und in seiner Position gelassen, um ihn ein Jahr später zu verhaften. Der politische Skandal der Guillaume-Affäre führte zum Rücktritt des Bundeskanzlers Willy Brandt. Wieviel wichtige Informationen er tatsächlich weitergab, bleibt bis heute umstritten. Erst nach der Wende erkannte man das wahre Ausmaß der Aktivitäten ostdeutscher Spione.

- (a) Was beabsichtigte die Hauptverwaltung „Aufklärung“ vor allem?

(1)

das Technische Wissen von ^{Westlichen} ~~Westlichen~~ Industrieunternehmen.

- (b) Was sollten Günter Guillaume und seine Frau anfangs machen?

(1)

In die sozialdemokratische Partei eintreten

- (c) Warum ist Guillaume wohl der bekannteste Spion?

(1)

weil er ~~BRD~~ Bundeskanzler war

- (d) Wie reagierte die BRD-Führung im ersten Verdachtsmoment?

Nennen Sie **zwei** Details.

(2)

- Er wurde observiert

- Er wurde ~~observiert~~ ~~in seiner Position gelassen~~ in seiner Position gelassen

- (e) Welche Auswirkung hatte der politische Skandal für die Bundesregierung?

(1)

den Rücktritt des Bundeskanzlers Willy Brandt.



Q07(a)

A mark is withheld because there is no verb and for the question to be answered it needs to specify what they intend to do. (0)

Q07(b)

This receives the mark. (1)

Q07(c)

This is incorrect and a mark is withheld. He worked in the Chancellor's offices but he was not the Chancellor. (0)

Q07(d)

Both marks are awarded because both answers communicated the message unambiguously. (2)

Q09(e) was also credited because it was answered correctly. (1)

Total: 4 marks



Read through your answers carefully.

Ensure they make sense and are in line with the meaning of the text.

Can he be Chancellor in one question when the Chancellor resigned in another question?

Question 8

Text 8 features the literature text, this year taken from *Herbert Grönemeyer – die Biografie* and carried a total of 8 marks.

Although some less-able candidates found the text more difficult, there were also many examples of good responses. Some more able candidates achieved high marks and the task produced a wide spread of marks overall.

This type of text will feature again in future years and therefore merits careful attention. Candidates are encouraged to read a variety of authentic text types to prepare successfully for the reading section.

Q08(a)

Two marks could be gained with this question and the majority of candidates achieved one mark. Very few expressed the idea that Grönemeyer used his music as an alternative medium, but most gained one mark for the idea that he drew attention to issues.

Q08(b)

Overall, a number of candidates lost a mark by not making it clear that other musicians inspired him to use his success for political purposes but wrote *ihren Erfolg* and some implied he inspired them.

Q08(c)

For this question, candidates had to explain that he and other artists published a single to raise money for charity.

Several answers were very general, saying that he played with other artists and did not mention the idea of publishing a song and the particular single.

This highlights the importance of being as specific as possible when answering questions, and to read the text carefully.

Q08(d)

This question proved very accessible and most candidates gained this mark. Only very rarely the question word *Wer* was misunderstood and *in Berlin* was given as an answer.

Q08(e)

Most candidates managed to gain one mark here, indicating that they wore armbands to send a message to the G8 countries.

Q08(f)

Many candidates gained this mark and answered that Grönemeyer's commitment was seen as pompousness. Only a few candidates lifted inappropriately here and lost a mark.

Q08(g)

This question proved quite taxing for candidates. Many simply lifted *Der frühere Finanzminister Hans Eichel hat im Rahmen eines G8-Gipfels sogar eingestanden*, which was not credited.

- 8 Lesen Sie diesen Ausschnitt aus der Biografie des Sängers Herbert Grönemeyer:
Herbert Grönemeyer – die Biografie. Beantworten Sie die Fragen **auf Deutsch**.

Herbert Grönemeyer – die Biografie

Grönemeyer verwendet ein anderes Medium als nur Worte, um seine Meinung kundzutun: seine Musik, seine Stimme. Der Sänger bezeichnet sich als „Trommler für die gute Sache“. Künstler wie er sind dafür da, auf Dinge aufmerksam zu machen, „Missstände zu artikulieren“, wie er sagt. So folgte Grönemeyer dem Trend mancher internationalen Musiker, ihren Erfolg für politische Zwecke zu benutzen.

Bereits im Jahr 1985 initiierte er das Projekt „Band für Afrika“, um gemeinsam mit anderen Künstlern Geld für hungernde Kinder zu sammeln. Ihre Single erreichte sogar Platz drei der deutschen Hitparade. Bis heute setzt sich Grönemeyer aktiv für den Schuldenerlass in Entwicklungsländern ein, um ein Zeichen für mehr Menschlichkeit und gegen kapitalistische Ausbeutung zu setzen.

Immer wieder nutzt er seine Musik, um gegen die Armut zu kämpfen. So trat er am 2. Juli 2005, dem sogenannten „White Band Day“, gemeinsam mit deutschen und internationalen Künstlern in Berlin auf. Ziel war es, mit weißen Armbändern bei den parallel stattfindenden Live-8-Konzerten eine Nachricht in Richtung G8-Staaten zu senden.

Natürlich gibt es auch Kritiker, die Grönemeyers Engagement als „bloße Wichtigtuerei“ abtun und dessen gesellschaftliche Songs als „Gelaber“ bezeichnen. Nichtsdestotrotz scheint Grönemeyer etwas mit seiner Politik zu bewegen. Der frühere Finanzminister Hans Eichel hat im Rahmen eines G8-Gipfels sogar eingestanden, dass er damals den Schuldenerlass nicht unterschrieben hätte, wenn es „Deine Stimme gegen Armut“ – eine weitere Kampagne Grönemeyers – nicht gegeben hätte.

- (a) Warum sieht sich Grönemeyer als ein „Trommler für die gute Sache“?
Nennen Sie zwei Details.

(2)

~~Wahl~~ Weil ~~er~~ verwendet er anderes Medium, um seine Meinung kundzutun. Seine Musik und seine Stimme.

- (b) Wozu inspirierten ihn Musiker anderer Länder?

(1)

für politische Zwecke zu benutzen
~~für Trend mancher internationalen Musiker~~

- (c) Wie versuchte das Projekt „Band für Afrika“ Geld zu sammeln?

(1)

für hungernde Kinder zu sammeln
~~sie operierten mit anderen Künstlern~~

(d) Wer spielte alles live am „White Band Day“?

(1)

in Berlin

(e) Wozu trug man weiße Armbänder?

(1)

bei den parallel stattfindenden

(f) Was bezeichnen Kritiker als „Wichtigtuerei“?

(1)

~~Seine Politik~~ die Grönemeyers Engagement

(g) Woher weiß man, dass Grönemeyer Einfluss auf die Politik hatte?

(1)

Die Finanzminister hat im Rahmen eines G8-Gipfels sogar
ringes tanden.

(Total for Question 8 = 8 marks)



Unfortunately, this candidate only gains two out of eight possible marks.

Q08(a)

The candidate communicates successfully that Grönemeyer uses his music/voice to express his opinions. (1)

Q08(b)

It is not clear that success is used for political purposes. (0)

Q08(c)

The publishing of a single is not mentioned. (0)

Q08(d)

The candidate misunderstands the question word and his answer is incorrect. (0)

Q08(e)

Some words are lifted from the text that do not communicate any answer. (0)

Q08(f)

The answer is correct. (1)

Q08(g)

A part of the text is lifted that unfortunately does not really provide the answer to the question. (0)

Total: 2 marks



Be careful when using words from the text.

Check that they really answer the question and whether the language needs changing slightly, to give the correct answer.

Question 9

Text 9 was about East German schools after the Fall of the Wall and the task discriminated well, leading to a wide spread of marks.

Q09(a)

This question was generally well-answered because there was a number of possible answers, such as depoliticisation and adaptation to the Western German system.

Q09(b)

This proved more challenging to candidates. Some lost marks by indicating that East German teachers realised that not everything was better in the West German school system, rather than that the West German teachers thought they knew better.

Q09(c)

Two marks could be gained, and many candidates were able at least to receive one mark. The idea that Western German teachers were civil servants and could not be dismissed but East German teachers were dismissed often, led to two marks.

Some candidates lost marks because they confused East and West German teachers or focussed on the teacher training, without specifying that it referred to science only.

Q09(d)

Another two marks could be gained, and many candidates identified the ideas that were taken up by the Western Germany school system, and gained two marks.

Some lost out on a mark when stating the *Abitur* without specifying after twelve years of school, and some candidates lost marks because they did not mention the specialised schools.

Q09(e)

This question was generally answered well, and many candidates gained a mark by stating unified curricula, exams and text books. Other did not mention that they were unified.

Q09(f)

Many candidates were able to explain that the West German school system was characterised by regional differences but some candidates only expressed the idea of differences and did not always make it clear that they were within the West German system.

(a) Welches Ziel hatte man für ostdeutsche Schulen?

(1)

eine Entpolitisierung

(b) Wie verärgerten die westdeutschen Lehrer ihre ostdeutschen Kollegen?

(1)

Mit „Besser wessi“ Einstellung

~~Nur westdeutsche Lehrer waren Beamte~~

(c) Wie unterschieden sich Lehrer aus der BRD von Lehrern der DDR?
Nennen Sie zwei Details.

(2)

Nur westdeutsche Lehrer waren Beamte

westdeutsche Lehrer konnten ihren Job nicht verlieren.

(d) Welche zwei Ideen hat man in Westdeutschland übernommen?

(2)

• Nach 12 Jahren Abitur

• Spezialschulen für Musik, Mathematik und Naturwissenschaften

(e) Was hätte man vom Osten laut dem Text übernehmen sollen?

(1)

Einheitliche Lehrpläne

(f) Warum war eine Vereinheitlichung von ost- und westdeutschen Schulen nicht realistisch?

(1)

Weil das Schulsystem in regionaler Verantwortung lag und laut



This is an excellent example of a candidate who provides concise answers for all questions.

All answers apart from 9(f) have the required specific detail given in a short phrase/sentence.

The candidate achieves all marks, apart from 9(e) where 'Western German' was omitted, which is essential to the answer.

The differences in the Western German system pose a barrier.

Total: 7 marks



Your answers can be short and concise.

You do not have to write full sentences, but you do need to ensure that all essential details are provided.

(a) Welches Ziel hatte man für ostdeutsche Schulen?

(1)

Man hatte das Ziel, eine Entpolitisierung der Schulen zu erreichen.

(b) Wie verärgerten die westdeutschen Lehrer ihre ostdeutschen Kollegen?

(1)

Die westdeutschen Lehrer haben sich für „Besser-Wessis“ gehalten.

(c) Wie unterschieden sich Lehrer aus der BRD von Lehrern der DDR?
Nennen Sie **zwei** Details.

(2)

Nur westdeutsche Lehrer waren Beamte und sie konnten also ihren ostdeutschen Beruf nicht verlieren, was bei den Lehrern nicht der Fall ist.

(d) Welche **zwei** Ideen hat man in Westdeutschland übernommen?

(2)

Das Unterrichten der Naturwissenschaften auf höherem Niveau und man hat diesen Fächern mehr Zeit zugeteilt.

(e) Was hätte man vom Osten laut dem Text übernehmen sollen?

(1)

Man hätte einheitliche Lehrpläne übernehmen sollen.

(f) Warum war eine Vereinheitlichung von ost- und westdeutschen Schulen nicht realistisch?

(1)

Weil westdeutsche Schulen in regionaler Verantwortung waren, und hatten deshalb starke Unterschiede.

(Total for Question 9 = 8 marks)



Q09(b) the candidate confuses the subject of the sentence and a mark is withheld.

Q09(d) the candidate focusses on the wrong part of the text and unfortunately loses both marks.

All other marks are given because the answers are correct.

Total: 5 marks



Remember that the order of the questions matches the order of the text.

Question 10

The translation forms an important part of the whole paper, being worth 20 marks out of a total of 80.

It is therefore crucial that candidates allow themselves sufficient time to complete the task properly. A minimum of 20 minutes is recommended.

The passage is sub-divided into 20 sections, each worth one mark. In order to gain the mark candidates must translate the main nouns, verbs and adjectives correctly, although minor omissions are tolerated if they do not affect the essential meaning of the section.

Translation is considered to be successful if an English speaker would understand the translation without having understood the text in the original language. Mis-spelling is tolerated as long as it does not lead to ambiguity.

This question produced the full range of marks. Some less-able candidates were able to translate a few parts correctly and a small minority appeared to have difficulty with the text as a whole, receiving very low marks. Most candidates were able to translate at least parts of the text and translated it into acceptable English.

There were, however, some excellent renderings, with very good English. It was often the case that it was clear that the candidate had understood the German but had not been able to express it properly in English. This was either because they adhered too closely to the German or alternatively paraphrased instead of translating. There is a fine line between adapting the original to make it sound more English (eg *Risikofreude*) and completely rewriting the original.

Sentence 1

The first sentence was divided into three sections (marks 1-3) with many candidates translating two and three correctly. The main obstacles here were the correct translation of *einen Beitrag leisten* and *im letzten Jahr* in the first part, which prevented a number of candidates from gaining this mark.

Sentence 2

The second sentence consisted of four different marks to gain (marks 4-7). The first element was often translated correctly, and a lenient approach was taken to the translation of *Bevölkerungsanteil* with most candidates receiving this mark.

The second part was also often translated correctly with only some candidates losing the mark when using the present tense for *were founded*.

The third part posed a challenge and most candidates translated *mit Migrationshintergrund* as *with a migration background*, which was not credited. Only a few translated it correctly *with a migrant background* or *with a background of migration*.

The fourth part also proved difficult for some candidates, who found it difficult to render *Dienstleistungsbereich* into English, or added *which* without a verb to the English sentence and did not gain the mark.

Sentence 3

The third sentence comprised three marks (marks 8-10).

The translation of *hierfür* was difficult for a few candidates, but overall, most received this mark.

For mark 9, some candidates had difficulty translating *unter Zuwanderern* but if they managed to use *among(st)* instead of *under* they usually gained the mark.

However, in the third part of this sentence it proved difficult to render *der Wunsch nach beruflicher Selbstständigkeit* into acceptable English: some candidates said they wanted stronger independence rather than that their desire was stronger .

Sentence 4

The fourth sentence was divided into three parts (marks 11-13).

The first element was generally translated successfully, but in the second element the translation of *Risikofreude und unternehmerische Vorbilder* often led to a loss of mark. In the third element, the translation of *Herkunftskultur* proved challenging to some candidates.

Sentence 5

This sentence only comprised two elements (mark 14 and 15) and the first one was often translated more successfully than the second one.

Frequent mistakes were the translation of *häufig* and using the singular for *worse chances* and translating *durch* as *through* . In the second part, rendering *durch mangelnde* into acceptable English proved difficult for some candidates and only using qualification without specifying the type also was not accepted.

Sentence 6

The sixth sentence was also divided into two parts (mark 16 and 17). *Ein eigenes Unternehmen* proved more challenging to candidates but the second element of the sentence was translated successfully by most candidates.

Sentence 7

The seventh and final sentence comprised three elements and the first element was generally better translated by more able candidates, but some managed to get the noun and tense right.

The second element was certainly attempted by all candidates but often *Schulungen* was translated as *schooling* or other non-acceptable versions and a mark was not gained.

In the last element *gezielter* proved challenging to many candidates.

Overall, there was quite a number of candidates that produced translations of a very high standard and quite a number that received very low marks, so the task discriminated well.

At times, some flexibility was shown when marking eg *zum einen ... zum anderen* was accepted in various ways, as long it provided structure to the English version.

SECTION C

self-sufficiency

Translation into English

We recommend you spend around 20 minutes on this section.

- 10 Translate the following text about the economic contributions of migrants into English.

(20)

Migranten leisteten im letzten Jahr einen überdurchschnittlichen Beitrag zu Startups in Deutschland. Obwohl sie nur 18% des Bevölkerungsanteils repräsentieren, wurden 24% aller neuen Firmen von Menschen mit Migrationshintergrund gegründet – die meisten davon im Dienstleistungsbereich.

Hierfür gibt es zwei Gründe: Zum einen ist unter Zuwanderern der Wunsch nach beruflicher Selbstständigkeit stärker vorhanden. Es scheint, dass viele durch eine größere Risikofreude und mehr unternehmerische Vorbilder aus ihrer Herkunftskultur beeinflusst werden. Zum anderen haben sie häufig durch mangelnde Berufsqualifikation oder Sprachkenntnisse schlechtere Chancen auf dem Arbeitsmarkt. Ein eigenes Unternehmen stellt eine gute Alternative zur Arbeitslosigkeit dar. Die Bundesregierung hätte sie aber dabei mit geeigneten Schulungen gezielter unterstützen können.

Migrants made an above-average contribution to start-up businesses in Germany in the last year. Although they only represent 18% of the population, 24% of all new companies were founded by people with a background of migration – most of which are in the service sector.

There are two reasons for this: Firstly, there is the wish among immigrants to live more strongly after professional independence. It seems that many are influenced by a larger risk-taking and more company role models from their

~~Wohne~~ original culture. In another way, they frequently have worse chances in the ~~waste~~ job market due to lacking job qualifications or knowledge of the language. Having your own company represents a good alternative to unemployment. ^{But} The German government could have supported them with this with suitable, targeted training.



This is an example of a good translation, where the candidate achieves a total of 15 marks.

Sentence 1

The first mark is withheld because the candidate uses simple past within the last year, but the other two marks were given. (2)

Sentence 2

The candidate gains all marks (4-7) and shows good translation skills. (4)

Sentence 3

The first two elements gain a mark but *der Wunsch nach beruflicher Selbstständigkeit* is not rendered into acceptable English and a mark was withheld. (2)

Sentence 4

The first element gains a mark, but the other two elements were not translated correctly because 'larger risk-taking' and 'original culture' is not in line with the German version. (1)

Sentence 5

This gains both marks. (2)

Sentence 6

This is translated successfully and gains both marks. (2)

Sentence 7

Although the seventh sentence is not quite in line with the original text, the first and third element are awarded but the second element withheld because *gezielter* is not translated. (2)



Stay as close to the original text as possible but read your English text carefully when you have finished.

Ensure you translate all words and include words like *häufig* or *Berufs* in your English text.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- Candidates should check how many marks are available for each question and ensure they give the corresponding number of details
- Candidates should read all questions carefully, paying particular attention to question words and key words in order to ensure comprehension
- When lifting material from the texts, candidates should be aware of the need to manipulate language in order to answer the specific question asked. Lifting large sections of the text should be avoided
- Candidates should be aware that Q04b is a summary exercise and that it is therefore unnecessary to transcribe the whole dialogue. Bullet points should be pinpointed clearly
- Candidates must ensure that their translation reads naturally in English. It is often not possible to translate word-for-word from the original German text
- Candidates should ensure that they have translated every word and have picked the precise meaning of the word. Giving two options for translating a word should be avoided
- Candidates should ensure that their handwriting is legible

Grade boundaries

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