

Mark Scheme (Results)

Summer 2013

International GCSE German (4GN0)
Paper 2 Reading and Writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UG037179

All the material in this publication is copyright

© Pearson Education Ltd 2013

General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- This mark scheme relates to Assessment Objective 1 – Understand spoken language.
- 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.

Paper 2 - Reading and Writing

Question Number	Answer	Mark
1 (i)	F	(1)

Question Number	Answer	Mark
1 (ii)	C	(1)

Question Number	Answer	Mark
1 (iii)	D	(1)

Question Number	Answer	Mark
1 (iv)	B	(1)

Question Number	Answer	Mark
1 (v)	G	(1)

Question Number	Answer	Mark
2 (i)	G	(1)

Question Number	Answer	Mark
2 (ii)	E	(1)

Question Number	Answer	Mark
2 (iii)	A	(1)

Question Number	Answer	Mark
2 (iv)	D	(1)

Question Number	Answer	Mark
2 (v)	C	(1)

Question Number	Acceptable Answers	Reject	Mark
3	B, C, G, H, I		(5)

Question Number	Indicative content	Mark
4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	(10)

Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Question

Number 5 (i) & (ii) Accept if both/all three ideas are in one box

Question Number	Answer	Mark
5 (i) & (ii)	<ul style="list-style-type: none">• <u>viele</u> Unterhaltungsmöglichkeiten/<u>viele</u> Aktivitäten• <u>Strandbad mit Rutsche</u>• Volleyballplatz auf Sand/Volleyballspielen auf Sand• alle sind (gute) Freunde geworden• (gute) Freunde gemacht/kennengelernt• er macht neue Freunde• (Fahrt zum) Vergnügungspark• herrliches/tolles etc Wetter• er/sie hat sich (richtig) entspannt <p>(any TWO)</p>	(2)

Question Number	Answer	Mark
5 (iii) (iv) (v)	<ul style="list-style-type: none">• in Mehrbettzimmern übernachtet• (nur) wenig geschlafen• alle haben die ganze Nacht geplaudert/waren sehr laut in der Nacht• Im Vergnügungspark – überall warten• Im Vergnügungspark - so viele Leute• Im Vergnügungspark - langweilig• Camp ist teuer <p>(any THREE)</p>	(3)

Question 6: Accept candidate's first response (or first 2 responses where 2 marks are available.)

Accept targeted lifts. The mark for Knowledge & Application of Language will reflect any lifting.

Accept answers with 'ich' or 'sie'.

Question 6 (a) The activities must be linked to 'mit den Kindern' in either (i) or (ii)

Question Number	Acceptable Answers	Reject	Mark
6 (a)	Er betreut 20 Kinder. Er betreut Kinder im Alter von 2 bis 6 Jahren. Er malt mit den Kindern. Er bastelt (mit den Kindern). Er spielt Fußball (mit den Kindern). Er spielt Fangen (mit den Kindern). Er malt und bastelt mit den Kindern = 2 marks (any TWO)	Er hilft den Kindern/er betreut Kinder without reference to the number of the children OR their age Er macht Spiele mit den Kindern	(2)

Question Number	Acceptable Answers	Reject	Mark
6 (b)	Er wollte Erfahrung... bekommen. (Für) Erfahrung <u>als Kinderkrankenpfleger</u> . (Sein) Traumberuf ist Kinderkrankenpfleger. Er will mit Kindern arbeiten. Er will sich für die Gesellschaft engagieren. (Either ONE)	Erfahrung/Erfahrung sammeln without reference to Kinderkrankenpfleger	(1)

Question Number	Acceptable Answers	Reject	Mark
6 (c)	Er erfährt alles über den Beruf des Kinderkrankenpflegers. Er erfährt alles über seinen Traumberuf. Er muss sie besuchen. Man kann (andere) BFD-TeilnehmerInnen treffen/kennen lernen (Either ONE)	Es ist nützlich. Für seinen Traumberuf.	(1)

Question Number	Acceptable Answers	Reject	Mark
6 (d)	Sie tauschen Eindrücke (mit ihm) aus. Sie besprechen Schwierigkeiten/Sie sprechen/diskutieren über Schwierigkeiten	Schwierigkeiten zu besprechen on its own	(2)

Question Number	Acceptable Answers	Reject	Mark
6 (e)	<p>Er lernt Verantwortung für andere (zu übernehmen). Er sammelt praktische Erfahrungen <u>und</u> Kenntnisse. (Both needed for 1 mark.) Er lernt viel über die Berufswelt</p> <p>(Any TWO)</p>		(2)

Question Number	Acceptable Answers	Reject	Mark
6 (f)	<p>Er wird einen Ausbildungsplatz (als Kinderkrankenpfleger) finden/ Er wird eine Ausbildung (als Kinderkrankenpfleger) machen. Er geht zu einem Ausbildungsplatz Er wird Bewerbungen <u>für einen Ausbildungsplatz</u> schreiben Er wird eine Lehre anfangen</p> <p>(either ONE)</p>		(1)

Question Number	Acceptable Answers	Reject	Mark
6 (g)	<p>Er kann den BFD (allen) empfehlen. Er hat den Dienst auf 18 Monate verlängert. Er wird seine Zeit im Kindergarten in seinen Bewerbungen beschreiben.</p> <p>(Either ONE)</p>		(1)

Knowledge and application of language	Mark
No language worthy of credit.	0
Basic vocabulary and structures frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text.	1
Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are, however, communicated, despite inaccuracies.	2
Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.	3
Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.	4
Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.	5

Question Number	Mark
7	(15)

Marks	Communication and Content
5	Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.
4	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
3	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
2	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall.

	Sentences written in isolation. Not easy to read.
1	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.

1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG037179 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

