

Examiners' Report Summer 2009

GCE

GCE German (8GN01/9GN01)

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Unit 1 - Spoken Expression and Response

Assessment Principles

This paper carries 50 marks. It consists of a conversation between the visiting or teacher examiner on an AS topic area chosen by the student.

The general topic areas are:
Youth Culture and Concerns
Lifestyle: Health and Fitness
The World Around Us
Education and Employment.

Stimulus cards are provided for each area. Before starting the examination, the candidate has 15 minutes to prepare him/herself for the examination with the stimulus card provided. He or she may make notes of up to one side of A4 in this time, and he or she may refer to these notes during the examination.

The conversation lasts between 8 and 10 minutes and is made up of two parts. In Part A, the candidate is asked 4 questions relating to the stimulus card which are set by Edexcel. These questions are mandatory and may be repeated, but not re-phrased in any way, although the examiner may change them to use 'Du' rather than 'Sie'. This is the only change that can be made. They must be asked in the order provided and at the outset of the examination. The first two questions relate specifically to information in the stimulus material, the second two to the wider issues developing from the stimulus material. It is expected that the candidate will give answers which are as full and detailed as possible. The candidate's understanding of this stimulus-specific topic area is marked out of 4.

In Part B, the examiner should move away from the specific topic on the stimulus card and develop a wider conversation about the general topic area. The candidate's understanding of the general topic area is marked out of a total of 10.

The marks of 8 for Quality of Language (Accuracy), 8 for Quality of Language (Lexis) and 20 for response apply to the test as a whole.

Candidates' Responses

Candidates' marks covered the full range, with a number of very well prepared candidates (not just native speakers) gaining full marks. On the other hand, there were also a number of candidates who did not seem to have progressed from GCSE.

By far the most popular choice for topic area was 'Lifestyle, Health and Fitness', perhaps because it seems to offer the most seamless transition from GCSE. This was narrowly followed by 'Youth Culture and Concerns'. 'The World Around Us' was relatively unpopular, and there were few candidates who tackled 'Education and Employment'. Candidates and teachers should bear in mind that this examination requires the candidate to demonstrate the ability to express and justify opinions and conclusions, based on good understanding and knowledge of the topic area. Candidates need therefore to research and prepare the sub-topics carefully. Native speakers, especially those from international centres, should bear in mind that it is not enough simply to have a conversation in fluent German. They must have evidence of good

understanding and reflection upon the sub-topics - they cannot rely on residual knowledge only.

The stimulus texts were found to be straightforward, although a number of candidates had difficulty expressing the reply to 'warum rauchen so viele deutsche Teenager, diesem Text nach?'. The Lifestyle, Health and Fitness cards also caused problems in that the stipulated questions covered additional sub-topic, so there was some confusion as to whether Section B moved sufficiently away from the stimulus material. Most teacher examiners were able to find sufficient additional relevant material to alleviate this. Please note that from January there will be four cards for each topic area rather than two.

Comments on particular stimulus cards:

Youth Culture and Concerns stimulus 1:

The pronunciation of Laura was inconsistent amongst teacher examiners. In Q2, perhaps in some cases the student got confused with Textilfabrik, thinking it meant just fabric and so produced irrelevant answers.

Youth Culture and Concerns stimulus 2:

Most candidates launched into this with gusto, answering question 4 in the context of question 3. Candidates clearly relate to Mailen und Chatten.

Lifestyle, Health and Fitness stimulus 1:

It was felt this was an accessible text, the only problem being that if the candidate gave an extensive answer to questions 3 and 4, the examiner had to work hard to find other areas to discuss in section B.

Lifestyle, Health and Fitness stimulus 2:

As above: if they focussed in detail on Rauchen und Alkohol, and then went on to gesundes Essen, examiners were challenged to find a variety of topics for section B. Edexcel is aware of this problem and it was taken into account by examiners. This problem should not recur in future series. Many candidates had difficulty with question 4. 'Warnen' is easy to recognise when written, but hard when heard, it would seem. Some candidates seemed not to recognise Gefahren, possibly because they knew the adjective but not the noun.

The World Around Us stimulus 1:

Most candidates obviously had no experience of travelling with small children and produced only sketchy answers to Q3. Many missed the point of Q4, thinking it referred to the text, they did not seem to think that it was in general, or could even refer to themselves.

The World Around Us stimulus 2:

Most candidates were not taken with the idea of a work camp: they seemed to think it was forced labour. There were many good answers for Q4.

Education and Employment stimulus 1:

Quite a few native speakers chose this General Topic Area as they could speak from their own experience. Q3 was a challenge for the average teenager, as it was not something they had been faced with.

Education and Employment stimulus 2:

An accessible text with many students referring to their experience of both the German and English school system.

Quality of Language

The marks are allocated for accuracy, and for range of lexis and structures. Weaker candidates often had difficulties with tenses, agreement with subject and verb, gender, adjectival endings and word order, and the range of lexis and structures used was limited. Such candidates are often defeated by subordination and offer only 'weil' and 'dass' as connectives, frequently with inaccurate word order. The more able candidates were able to use a wider variety of structure and expressions, some being impressive.

The better the candidate has prepared him/herself for the linguistic and thematic demands of this examination, the greater the range of lexis and structures he/ she should be able to employ. Some candidates had obviously pre-learnt whole swathes of text, which they then reproduced in the examination. This tended to depress marks as candidates' intonation and pronunciation was often negatively affected by this, also because the candidate is expected to speak spontaneously.

Response

Candidates' responses varied considerably, and often depended on the way the examination was conducted. Teacher-examiners should bear in mind the need to enable the candidate to demonstrate his or her own fluency in spoken German. Teacher-examiners are reminded that they should not stray far outside the general topic area in Part B; equally the whole of the examination should not be directly related to the stimulus material. The topics covered in this part of the examination must relate to the sub-topics given in the specification, and the discussion in Part B must move away from the stimulus material topic.

As mentioned above, examiners should not permit the recital of long passages of pre-learnt material - it is the best policy to interrupt the candidate and ask a follow-up question. Candidates should never be encouraged to respond to a pre-arranged series of prompts. A rehearsed recited performance cannot gain high marks.

Understanding

The performance of candidates in Section A depended on how well they had understood the passage, and how well they could respond to the set questions. Examiners felt that although the specification envisages a 50%/ 50% time split for Parts A and B, in practice a reasonable amount of time for Part A is 2 - 3 minutes.

Good, well-prepared candidates who did not perform particularly well in the unpredictable Part A were able to gain good marks for understanding in Part B, the General Topic Area. As mentioned above, candidates do best when they have thoroughly prepared and researched all the sub-topics mentioned in the specification. Examiners should be aware of the need to cover a variety of sub-topics in Part B so that candidates can show the range of their understanding and knowledge.

Conduct of the Examination

The majority of teacher examiners conducted the examination well. Centres seemed to have looked carefully at the specification, and there was evidence that they had also used the Oral Training Guide and practiced with the specimen materials. There were, however, a number issues which arose:

- Timing was accurate overall, with most tests between 8 and 10 minutes. Most examiners realised that in section A, 4 minutes was unrealistic: many candidates gave full and accurate answers in about 2 minutes. This is not a problem, as section B is the more challenging part, and is a better discriminator.

Please note that very short tests are subject to severe penalties.

- Some examiners tried to rephrase the questions in section A, or asked supplementary questions in this section, which is not permissible. As stated above, the questions may only be changed by the use of 'Du' and must otherwise be asked in the format and order on the examiner version of the stimulus card.
- Some (mostly international) centres failed to move away from the stimulus material sufficiently in Part B. This can incur heavy penalties. Examiners should bear in mind the need to cover a variety of sub-topics in Part B.
- Most examiners (and this is not surprising for a new examination) adhered very closely to the linked sub-topics as outlined in the specification. This meant in some cases very repetitious questioning, with every candidate being asked much the same thing in exactly the same order. In large centres, the examiner has the unenviable but necessary task of finding a wider variety of questions relating to the sub-topic. If all the candidates are asked almost identical questions, it goes against the spirit of the paper.

Advice and Guidance

- **Topic:** Candidates should choose a General Topic Area which interests them. Further guidance can be found on the Edexcel website. Candidates need to have the opportunity to think in depth about the topic area chosen, and the many related sub-topics. Success comes from good preparation, detailed knowledge and the ability to express and justify opinions.
- **Conduct:** Examiners should pay careful attention to the guidelines as given in the Specifications, especially for random sequence of stimulus cards, and for overall timing. The Unit 1 exam lasts 8-10 minutes. Short tests cannot access the highest marks, and long tests are not listened to after 10 minutes. Any pre-learned material must be interrupted.
- **Oral Form:** Please note that there is a form to be filled in for each candidate, and it should be submitted with the recording. Centres are advised to take note of any comments made on the Oral Form, as in many cases, this is the only feedback.
- **Recording:** Good sound quality is essential. If using cassettes, please use new cassettes. It is also important to have the right balance between the candidates' and examiners' voices. Neck microphones are ideal, but free-standing microphones should be angled towards the candidate, whose voice is normally quieter than the examiner's. Recordings must never be paused or stopped, except in an emergency, which must be fully explained in writing to Edexcel. All mobile phones must be switched off (not just on silent, as there is otherwise electronic interference) and there should be no background noise. Centres should check that every candidate has been recorded, that it is audible and at the correct speed. Please check the length of the cassette, whether it is C60 or C90 so that the tape does not run out in the middle of the test. Please label the cassette as well as the box and ensure that the cassettes are rewound to the beginning before posting them off. Examiners can lose an enormous amount of valuable time if they have to rewind many cassettes.
- **Handbook of Instructions to Centres:** Teacher examiners should be thoroughly acquainted with this publication, as observing correct procedures is vital. It is recommended that teacher examiners attend training sessions at Edexcel if at all possible. An Oral Training Guide is also available from Edexcel to help teachers to prepare for this examination. It is unfortunate that candidates are sometimes deprived of marks because the test has been incorrectly conducted. Teacher examiners have the responsibility to prepare adequately, in order to bring out the best from their candidates. All information relating to the oral tests is available at www.edexcel.com.

Administration: Centres should take care to enclose the correct paperwork with the recordings: i.e. the oral forms, the attendance register and a note of any unusual circumstances e.g. fire alarm, candidate illness. Care should be taken with packaging: unfortunately quite a few cassettes arrive in a damaged state.

Unit 2 - Understanding and Response

This unit requires candidates to understand and convey their understanding of German-language recordings and texts. In addition, candidates produce a piece of continuous writing in which they can demonstrate their ability to manipulate German. The overall time allocation for this unit is 2 hours 30 minutes.

Section A is out of 20 marks and assesses candidates' listening skills. There are four extracts which last around 5 - 6 minutes and which are recorded onto CD (or are available for centre download as an mp3 file up to one hour prior to the exam start time). Candidates have individual control of the listening material and must complete section A within the first 45 minutes of the examination.

Section B is also out of 20 marks and assesses reading skills. There are 3 authentic texts in German each followed by a task, and there are 3 different tasks in this section. Candidates are free to complete this section immediately after section A or they may choose to complete section C first and come back to this section later in the examination.

Section C is out of 30 marks and assesses candidates' writing skills. Candidates are required to write 200-220 words in the form of e.g. an email, a letter or an article in German based on a short German-language stimulus. A number of linked bullet points define the content. Candidates are free to answer this question after the listening and before the reading sections if that suits them better.

Assessment Principles

Section A consists of 4 listening extracts and 4 questions:

Question 1 is a multiple-choice task in German requiring candidates to select the correct answer from a choice of 3. There are 4 marks available for this question.

Question 2 requires candidates to select the 4 correct statements in German from a list of 8. Thus, there are also 4 marks available for this question. In cases where candidates crossed more than 4 statements, one mark was withheld for each cross offered in excess of four: . Thus, six crosses, including four correct ones, would attract 2 marks in total.

Question 3 is a summary with gap fill in German. Candidates are provided with a pool of answers from which they select the correct word to complete the sentences of the summary. If the response selected was not transcribed entirely correctly, but could not be confused with another word in the pool, it earned the mark. Once again, there are 4 marks available.

Question 4 requires candidates to produce verbal responses in German to questions set in German. This question carries 8 marks. Quality of language is not assessed here, but candidates must communicate their answers unequivocally.

All questions are marked according to a specific mark scheme which is updated at the standardisation meeting to take account of the range of candidate responses.

Section B consists of 3 passages for reading and 3 questions:

Question 5 is a matching task. Candidates match 5 sentences (or headlines etc) to a person (or city etc) in the text. There are 5 marks available. 1 mark was scored for each statement correctly attributed to a young person. If two or more crosses were proffered in response to a given statement, credit was withheld: thus, in Q5a, for instance, crosses for both lau-lau (correct) and Hallo5 (incorrect) would not score.

Question 6 requires candidates to demonstrate their ability to transfer meaning from German into English. The text is factual and candidates are not expected to infer meaning. There are 5 separate questions in English to which candidates respond in English. Full sentences are not required.

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. Full sentences are not required but sufficient detail must be included in the response to answer the question completely.

All questions are marked according to a specific mark scheme which is updated at the standardisation meeting to take account of the range of candidate responses.

Examiners assessed responses in Q4, Q6 and Q7 in the order elements were given by candidates, and considered no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements scored. Repeating or re-working of the question or preambles to an acceptable response did not count as elements in the response. In addition, credit was not withheld for irrelevant additions to a correct answer, but incorrect additions which vitiated did result in candidates losing the mark for a correct answer. These assessment principles are in keeping with those from the legacy specification and with those at GCSE.

Section C consists of 1 writing task:

In question 8 candidates first read a short (55-75 words) stimulus in German which serves to provoke and support a response in German of 200 -220 words. The rubric (in German) for this task includes a number of bullet points (between 4 and 6) which candidates must address in their response. The piece of writing is assessed positively according to assessment criteria grids. These grids reward students for content and response (15 marks) and quality of language (15 marks). Candidates needed to gain at least 1 mark for content to access marks for quality of language. The word limit was observed and examiners read no further than to the end of the sense group after 220 words. Again, this is in keeping with practice in the legacy specification.

Candidate Performance

The paper produced a full range of ability and marks.

Section A: Listening

Hörtext 1

This question offered a positive start to the paper for the overwhelming majority of candidates. Part (d) posed a problem for a small minority who perhaps did not understand *schädlich* but chose *schmutzig* instead. Candidates seemed familiar and comfortable with this topic.

Hörtext 2

This question type was new to the listening section. The majority of candidates understood the requirements and only a few placed too many crosses. Most found this question allowed them to demonstrate successfully what they had learnt throughout the year.

Hörtext 3

There were some mixed fortunes on this question. Whilst many candidates were able to score full marks here, others struggled with parts (a) and (b). These latter tended to give

the following incorrect responses:

- (a) *Sommerurlaub* rather than *sonniger*
- (b) *Eis* instead of *Wasser*

Although this task is not a test of language, it is undoubtedly the case that a sound knowledge of grammar helps to narrow the possibilities for each gap.

Hörtext 4

Overall, this part of the question paper was well handled, with many candidates demonstrating good understanding of the main body of the listening text. Some candidates gained credit evenly throughout this question, while others struggled at times. Others adopted the 'carpet bombing' approach or attempted to transcribe the passage, often incomprehensibly. Targeted lifts from the passage were allowed, of course. Candidates should expect this question to be the most challenging in the listening section. As already stated, communication only is assessed, not quality of language.

- a) Whilst many candidates answered correctly, with some offering answers relating to both university and work, others were misled by *Abitur mit 19*.
- b) This question also enabled candidates to demonstrate their understanding successfully. There were, however, one or two problems with spelling - *früher* in particular presented problems and examiners saw words such as *frohe* or *freue* which distorted the meaning and the answer could not be credited. Some candidates confused *Schule* and *Schüler* and again the answer could not be credited as the message was not unequivocal.
- c) This question required candidates to listen for detail, and proved to be a good discriminator. A significant number gave somewhat vague answers such as

Schüler müssen in acht Jahren viel lernen or *man muss viel lernen* without any qualifier. Some candidates gave *wenig Zeit für kreative Fächer* as answer to this part which was accepted by examiners but these candidates could not then gain the mark for the same answer in part (d).

- d) There were some creative spellings of the word *kreativ* here, but examiners were extremely tolerant. Generally, this part was accessible to candidates, although see the note in (c) above. Frequent incorrect answers included: *sie machen keine kreativen Fächer, der Schultag ist zu lang, es heißt wenige Bildung.*
- e) Many candidates were able to offer the correct answer here, although once again examiners had to adopt a tolerant approach to the spelling of *Kantine* . Those candidates who gave answers such as *die Schule hat keine Kantine, die Schule braucht eine Kantine* had probably understood the text but failed to answer the question set. It is important that candidates read the question carefully and tailor their answers accordingly. Some candidates gave an incorrect positive response e.g. *Sie können essen.*
- f) The majority of candidates answered correctly here but chose the more general *sie haben weniger Zeit für Hobbys* rather than specific activities. Some candidates omitted the negative, and gave positive answers such as *sie können sich mit Freunden treffen, ein Instrument spielen* etc.
- g) Some candidates struggled to identify the exact answer needed and referred only to eating *Süßigkeiten* or *Kartoffelchips* without mentioning watching television as well. Others picked out the language relevant to part (f) here e.g. *sie spielen ein Instrument, treffen sich mit Freunden.*
- h) A significant number of candidates jumped to conclusions here and did not answer according to text. Thus, answers to do with becoming unhealthy, gaining weight etc. were extremely common. Examiners also saw responses along the lines of *Bewegung ist wichtig, wenn man gute Noten haben will* , where candidates had once again clearly understood the listening text but had failed to answer the question set.

Section B: Reading

Text 5

The majority of candidates scored well on this question and seemed very confident with the lexis of this popular topic. It is important that candidates place just one cross for each statement. Sadly, some candidates squandered marks by matching 2 people with one statement.

Text 6

This proved to be a very accessible text for many candidates, although some imported ideas (and hence answers) from their general knowledge of the subject, rather than confining themselves to the text. Candidates who took the time to read both the text and the questions carefully were able to score the full 5 marks here.

- a) The main reason for losing the mark here was the failure to note the comparative, though there were some mistranslations, such as *it's much stricter than it seems* (presumably having recognised the *streng* in *anstrengend*). Many candidates also gave general answers based on their own knowledge such as *models must pay attention to their appearance* or *there is a lot of pressure to look good*.
- b) Almost all candidates answered this correctly.
- c) Generally successful, but some candidates were misled by *wie jedes andere Model* to give answers such as *she is going to show how other models....* or *she was to show the other models how to present clothes*.
- d) This part proved to be the most challenging, and relatively few candidates were able to transfer *Kindermisbrauch* successfully.
- e) Most candidates gave a correct answer, though some stated that all models had to be 16 (precision is important in transfer of meaning tasks) or that the organisers were going to postpone the show until Natalia was 16. Only a few candidates gave an answer such as *did not let Natalia appear, they decided against Natalia taking part in that show*.

Text 7

This text is followed by questions in German requiring answers in German. No question part is worth more than 2 marks and discrete marking in the 2 mark questions allowed candidates who had partially understood to gain some credit. Targeted lifts were accepted, but weaker candidates copied either great chunks out of the text or just a few words but not the key words, and so forfeited the mark.

- a) This was generally well answered, using the range of answers in the mark scheme, but quite a number of candidates lost the mark by failing to pay attention to the tense. As has been previously stated, this is not a test of language. However, those candidates who used the present tense were communicating an incorrect message and could not score the point.
- b) Many candidates found this part difficult. They gave answers such as *sie war unfähig* without any reference to this being in the opinion of the manager or *sie könnte nicht genug Handys verkaufen* (another instance where incorrect use of

language completely changed the meaning). Popular incorrect responses included *sie fand den Job schlecht* or *sie hat den Job nicht gemocht*.

- c) Some candidates possibly mistook *woher* for *wo*, and gave answers such as *Werbung auf einer Straßenbahn* or *Ostdeutschland*.
- d) There were many successful responses with reference to *Stress, Druck und Angst* but several focused on *keinen festen Stundenlohn* and the text does not state that this is relevant for Andrea.
- e) This part was well answered. The most common correct answers included *sie beantworten Kundenanfragen*, *sie helfen Kunden* and *sie versuchen Produkte zu verkaufen*.
- f) Many omitted to give the full details required e.g. *es gibt viele Arbeitslose* with no reference to their being *gut ausgebildet*. A few misinterpreted *ausgebildet* and answered with *es gibt intelligente Arbeitslose* which of course does not mean the same thing. Candidates were more successful with *preiswerte/günstige/billige Büros*. Several forfeited one of the marks by giving *Stadt* instead of *Staat*. The order of elements rule meant that those candidates who gave an incorrect answer first failed to gain two marks. Candidates should be reminded that if there are 2 marks available, examiners are looking for 2 pieces of information and that it is unwise to 'hedge bets'.
- g) Candidates struggled with this part in the main. Very many candidates omitted the crucial *für die gleiche Arbeit* element giving vague answers such as *weil man im Westen besser verdienen kann* or *Arbeiter im Westen verdienen mehr als im Osten* which is not the point the text is making. A small number of candidates got round this by answering *ein Vollzeit-Agent verdient mehr im Westen als im Osten*.
- h) This part discriminated well with the best candidates demonstrating their understanding. Most incorrect answers suggested that all employees get the same salary e.g. *alle verdienen das gleiche Geld*. Only strong candidates made the point *verdienen für die gleiche Arbeit dasselbe Geld - im Osten und Westen*. As with 6a) and 7g) this need for comparison was not often identified.
- i) This part was also an excellent discriminator. Incorrect answers included *sie sind zu gut um in einem Callcenter zu arbeiten* or *Leute dort verdienen viel Geld*.

Text 8

The majority of candidates produced relevant answers and in terms of language demonstrated real progression from GCSE. Overall, examiners were impressed by the high number of students producing good quality, fluent German in their written work.

It is expected that candidates read the entire question -i.e. both stimulus and task - before putting pen to paper. A few candidates, sadly, did not pay attention to the detail of the entire question. As a result, their essays were only partially relevant or, in a very few cases, wholly irrelevant. These candidates misunderstood the task and booked a future holiday, using the stimulus to ask about facilities etc in the hotel they wished to book. Others wrote about their dream holiday or about holidays in the past but in other countries. A few wrote about their holiday in Hamburg, rather than Vienna. Given that half the marks available are awarded for content, candidates must ensure that they read the question carefully - and so note the past tenses used in the

instructions - and address all the elements. Somewhat surprisingly, perhaps, given that Wien appears in the stimulus, very many candidates wrote about going to *Wein*.

Examiners felt that in terms of content the task was accessible to all but the very weakest of candidates. Whilst they read many pedestrian answers which covered all bullet points more or less superficially, there were countless examples of more imaginative emails where candidates entered brilliantly into the spirit of the 'role-play'. Centres should convey to their candidates that this task does invite them to assume a role to give a context and a purpose for their email.

Bullet point 1: In response to *wer Sie sind* a significant proportion of candidates wrote at great length, often irrelevantly, but overlooked the *Sie arbeiten in der Nähe von Hamburg* in the rubric. Candidates were free to give whatever reasons they wanted to explain their writing - many extolled the advantages of booking holidays online, others lauded the excellent services of *Lastminute-Angebot*, others again wrote to complain of the less than satisfactory service. There is no indicative content here so there is no expected response - as long as candidates gave a reason for their writing, this was fine. However, a good number of candidates omitted the *warum Sie schreiben* element.

Bullet point 2: Some candidates failed to notice the departure date, the length of the holiday etc - all details given in the stimulus. Stronger candidates gave a full and convincing answer for *warum Sie nach Wien gefahren sind*. Many invented sick aunts or grandmothers to explain their trip to Vienna. Others were keen to improve their German and broaden their horizons. Weaker candidates gave very short answers e.g. it was a cheap holiday and the weakest simply did not attempt this part of the task.

Generally, examiners saw good use of the stimulus for both the positive aspects of the holiday and the problems.

Bullet point 3: Vienna itself was exploited by a number of candidates to refer positively to music and concerts, art, history, buildings, friendly people, shopping and good weather. Those students who were more familiar with Vienna referred to *Stephansdom* or *Prater*, *Johann Strauss* etc. Positive aspects also often included the reasonable cost of the holiday and the *Kuchenspezialitäten* - including *Sachertorte*.

Bullet point 4: Candidates entering into the spirit of the task chose to have children to enable them to complain about the not so *familienfreundliches Haus*. One imaginative candidate told of a scandalous waiter who stole the hotel guest's hire car and another guest burnt his legs from the overhasty donning of a pair of trousers from a too hot trouser press. Others referred to cramped, cold and dirty rooms, poor service, unhealthy or fatty food, with lack of vegetarian option (frequent references to *Wurst* here), the long distance to the *Innenstadt* or inefficient airport transfer.

Bullet point 5: was often swiftly addressed in just one sentence with the predictable *Ich möchte mein Geld zurück*. However, more imaginative responses asked for a free holiday, improvements to the hotel or information on the website to be changed. One examiner was intrigued by *ich will einen Gutschein für eine Fliege*. Some candidates appeared to have misunderstood this final bullet point in particular and gave their general opinion on *Lastminute-Angebot*.

Many candidates had been well prepared to write formal letters and used the appropriate register - albeit not always successfully. There were interesting variations on *geehrte* - many *geheerte* and even a *gehaarte*, and also one *Darmen und Herren!* Examiners were pleased to see a variety of structures such as subordinate clauses, conditionals (*Hätte ich mehr Zeit gehabt, hätte ich mehr Plätze gesehen*), passives (*es*

wird immer gesagt, dass ...). Word order still represents a challenge for many, as does subject-verb agreement. Use of the incorrect auxiliary in the perfect tense, incorrect plural forms of nouns and use of an inappropriate case after prepositions were also flagged up by examiners. Examiners also commented on a trend to misuse *obwohl* to translate sentences such as *the cakes were nice though*.

A significant number of candidates were able to weave in most successfully expressions such as *im Grossen und Ganzen, im Allgemeinen, es lässt sich nicht leugnen, ich sehe mich gezwungen* as well as a range of more exciting lexis such as *atemberaubend, aktionsgeladen, Hochglanzwelt der Broschüren* etc. Weaker candidates tended to rely more on anglicisms e.g. *Eskapismus*.

As stated previously, most responses fell within the word count but a few were too long. In such cases, candidates often denied themselves access to the full range of marks for content since the final bullet point was not addressed within the word limit.

Advice to candidates

- The question types which were used in both the SAMs and this question paper are the ones which will feature in all future papers (and in the same sequence). Practice of non-verbal and non-productive question types in both listening (Q1, Q2 and Q3) and reading (Q5) is important as such questions account for 17 marks.
- There is some considerable skill involved in transferring meaning fully, accurately and felicitously into English. Enough time should be devoted to enhancing this skill.
- Familiarity with the various marking principles detailed in this report is essential. This will help to maximise performance.
- Basic grammatical knowledge remains essential. This is evident in section C: Writing, of course, but it also helps to ensure unambiguous communication of responses in German in both Q4 (in the listening section) and Q7 (in the reading section).
- Sufficient time must be accorded to Q8 since 30 of the total 70 marks are allocated to this question.
- It is crucial to the content mark in Q8 that each bullet point is addressed directly and fully.
- Build in time to check all your answers.
- Consider the presentation of your work: illegible work is very difficult to credit.

Statistics

Unit 1 Spoken Expression and Response

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	50	40	35	31	27	23
Uniform boundary mark	60	48	42	36	30	24

Unit 2 Understanding and Response

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	70	56	50	44	38	33
Uniform boundary mark	140	112	98	84	70	56

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary mark: the minimum mark required by a candidate to qualify for a given grade.

Please note that although the modern foreign languages specifications share a common design, the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across MFL specifications are comparable at specification level.

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