

Examiners' Report

June 2015

GCE German 6GN02 01

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Introduction

This unit is designed to assess candidates' reading and listening comprehension and writing 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 manipulate German in the writing section C of this paper.

The content for the unit is drawn from the four general topic areas; *Youth culture and concerns*, *Lifestyle: health and fitness*, *The world around us* and *Education and Employment*. A definitive list of linked subtopics can be found on page 30 of the specification.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 5 – 6 minutes and are recorded onto CD (or are available for Centre download as an mp3 file). Tasks involve a multiple choice test, choosing four correct statements out of a pool of eight, a cloze exercise and answering questions in the target language on a longer extract. The total mark of this section is out of 20.

Section B is also out of 20 marks and assesses candidates' reading skills. There are three authentic texts in German with various degree of difficulty.

Task types include matching up statements, transferring meaning from German to English and answering questions on a longer text in the target language. This year candidates have performed overall better in this section.

Section C assesses candidates' writing skills and candidates are required to write 200-220 words in the form of e.g. an email, a letter or an article in German. This is based on a short German language stimulus and a number of linked bullet points define the content. It is important that candidates devote sufficient time to the writing task as this task represents 30 out of a total of 70 marks of this paper.

The overall time allocation for this unit is 2 hours 30 minutes. Candidates must complete Section A within the first 45 minutes of the examination. Section B can be completed immediately after Section A, or candidates may choose to complete Section C and come back to section B later in the examination. Candidates have individual control of the listening material.

All questions in this Unit are marked according to a specific mark scheme which is updated at the standardisation meeting to take account of the range of candidates' responses. In this year's mark scheme a Suggested Content Table has been added for Question 8 (essay) to provide a clear focus of possible content. Please note that these are suggestions only of an expected response and any other valid point made by candidates were considered and merited.

There are certain marking principles applied by examiners which are of utmost importance when preparing candidates for this exam. The first principle is the order of element rule as outlined in the mark scheme. Examiners assess responses in the order elements are given by candidates, and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score, whereby repeating or re-working of the question or preambles to an acceptable response do not count as elements in the response.

In addition, credit is not withheld for irrelevant additions to a correct answer, but incorrect additions which negate will result in candidates losing the mark for a correct answer. There were still a number of candidates who provided examiners with a list of possible answers in Question 4, 6 and 7 and often gained very little marks.

There has again been issues with candidates lifting indiscriminately from texts. Please refer to feedback on Question 4 and 7 for further clarification.

Question 2

Question 1

The listening passage referred to time management of young people. Candidates needed to find the appropriate endings for four statements by summarising the content. Question 1(iii) proved the most challenging out of the four statements and question 1(ii), the most accessible.

Question 2

The second listening passage was about an incident on a bus in which a group of students bullied a passenger and its consequences.

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

Question 3 (a)

Question 3 was a summary exercise with a gap fill in German. It is worth 4 marks. Candidates are provided with a list of eight possible responses from which they select four correct words to complete the sentences. If the response selected was not transcribed entirely correctly, but could not be confused with another word in the list, a mark was awarded.

The listening passage described the current trends of preferred leisure activities in Germany. This task proved at times challenging to candidates. Question 3(c) was the most successful part with more than two thirds of candidates answering with the right noun, '*Unterschiede*'

. The most frequently used incorrect response to Q3(c) was '*Wuensche*'. In Q3 (d) the majority of candidates chose the correct answer, '*direkten*' although some candidates had chosen the distractor, '*virtuellen*' as the the incorrect response.

Q3 (a) and 3(b) did not give the same grammatical clues and where therefore more often incorrect than correct with a greater variety of responses. Overall, it is encouraging that candidates are looking out for grammatical clues when considering their responses, but more training and focus on lexical clues is recommended.

Question 3 (b)

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Question 4

This question is awarded eight marks and requires candidates to produce responses in the target language to questions set in German.

The passage relates to an interview with the organiser of a table tennis tournament held in Munich's underground network and information about the event was given. Some questions in this task were more challenging than others to achieve the required discrimination in performance.

Only Targeted lifting is allowed, this mean that indiscriminate transcription of what they have heard is not a guarantee of a mark.

Candidates must communicate their answers unequivocally, and full and detailed information is needed.

Most candidates focussed on the idea of attracting attention to table tennis and although a lot of answers were successful, (eg *Man wollte auf Tischtennis aufmerksam Machen*) not all were able to correctly express '*auf Tischtennis aufmerksam machen*' and omitted '*auf*', thereby not expressing the correct meaning, which was a common mistake. Unfortunately many candidates were unable to add any useful information for the second part of the question, namely that they wanted to achieve something special, and therefore could not be rewarded for this section).

This question was generally answered well and was accessible to most candidates, gaining for them 1 or 2 marks, provided they could write a recognisable attempt at '*Sendezeit*'. At times, the spelling of '*Zeit*' as '*seit*' led to a loss of mark. Some candidates did not make the distinction between sponsors being interested and sponsors actually giving more money, which led to a loss of marks.

c) This question differentiated well and only a few candidates were able to score the full 2 marks. Quite a few responses gave details of the ages of the players, which suggests that some candidates misunderstood 'wo' as meaning 'who'. Few candidates who understood it took place on a train were able to express this idea correctly. By using the wrong preposition, (eg 'auf dem Zug') often prevented candidates from gaining a mark. Most candidates wrote about the 'Mini-Tische' and 'Zwischenstopps', which did not gain marks, but very few mentioned 'auf dem Bahnsteig'.

d) Most candidates were able to gain a mark here by offering, 'ein Erinnerungs - T-Shirt', which was enough on its own. There was quite a variation in the spelling of 'Erinnerungs' but overall most candidates were successful. Some candidates answered 'einen Pokal' which also gained them a mark but some weaker candidates lifted 'einen Pokal verlassen', which did not score a mark.

e) This was a more discriminating question. Less successful candidates simply lifted from the transcript and often marks were lost here. Common mistakes were, 'mit Fun-Faktor und mediengerecht präsentiert' or 'Der Spass stand im Vordergrund'. A minority of candidates gave a correct answer that the event will happen again in the future. Many candidates gave an acceptable version of 'hatten Spaß', although there was some confusion with the structure, 'Spaß machen', which does not convey the same meaning.

Es war eine Werbe-aktion, die Tischtennisvereine wollten damit ~~besten~~
auf ihrem Sport aufmerksam machen.

(b) Laut André Pfeiffer, was passiert, wenn eine Sportart populär wird?

(2)

Wenn eine Sportart populär wird bekommt es Sendezeit im
Fernsehen oder Artikel in der Zeitung, damit interessieren sich auch
Sponsoren mehr für diesen Sport.

(c) Wo genau haben die Teilnehmer Tischtennis gespielt?

(2)

Sie haben in einen Sonderzug gespielt. Sie haben durch Münchens
Untergand gefahren und auf mini-tischen spielen

(d) Was konnte man gewinnen?

(1)

Einen T-Shirt und ein Pokal

(e) Woher weiß man, dass das Event ein Erfolg war?

(1)

Alle haben Spaß gehabt, Teilnehmer, Sponsoren, Helfer und Zuschauer.



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Examiner Comments

(a) Although the first part, (*'Es war eine Werbe-Aktion'*) on its own would not score, it can be seen as a preamble to the actual answer that was correctly lifted from the text. Unfortunately there is no reference to the second mark that something extraordinary was supposed to be achieved. The response was awarded one mark.

(b) All three possible points were mentioned and two marks were awarded.

(c) The first sentence of the response conveys one of the correct answers. Further points do not refer to *'auf dem Bahnsteig'*. The response was awarded one mark.

(d) The response was awarded one mark.

(e) This is an excellent example of a candidate answering concisely using their own words. The response was awarded one mark.



ResultsPlus

Examiner Tip

Candidates must ensure that they try to find two different details when marks of two are awarded for a question. Their answers should be concise and convey all the required detail.

Es ~~ist~~^{gäing} um eine Werbeaktion. Die Tischtennis vereine ⁽²⁾
wollten ~~in~~ auf ihren Sport aufmerksam machen.

(b) Laut André Pfeiffer, was passiert, wenn eine Sportart populär wird?

Sie bekommt ~~es~~ sich auch Sendungszeit in Fernsehen ⁽²⁾
oder Artikel in der Zeitung. Damit interessieren sich
auch Sponsoren für diese Sport.

(c) Wo genau haben die Teilnehmer Tischtennis gespielt?

Weil sie ⁽²⁾
In Münchens Untergrund gefahren. Während ~~die~~ sie
fähren mussten sie ~~es~~ auf mini-tischen spielen

(d) Was konnte man gewinnen?

Die Sieger~~in~~^{irrun}g mit ein Erinnerungstshirt und ⁽¹⁾
eine Pokal verlasen

(e) Woher weiß man, dass das Event ein Erfolg war?

Es gibt Mediengericht präsentiert. Auch gibt es ⁽¹⁾
Teilnehmer, Zuschauer, Sponsoren und Hilfe.
(Total for Question 4 = 8 marks)



ResultsPlus Examiner Comments

This student scores 3

This is an example where many responses were simply lifted from the transcript but often unsuccessfully.

(a) 1 mark here. The spelling of *Tischtennisvereine* as two words is acceptable.

(b) Although this sentence has its mistakes the overall message is conveyed and two marks are awarded. 'Sendungszeit' can be understood in this context and cannot be mistaken for any other word.

(c) This first response does not address the question. The second response lacks the reference to the train or the platforms on which table tennis was played. So zero marks here.

(d) This response demonstrates an untargeted lift where parts of the sentence were simply transcribed. Although this sentence refers to the T-shirt and trophy one can win, it does not answer the question in its original form. So zero marks here.

(e) This response does not address the question. 0 marks.



ResultsPlus Examiner Tip

When using language from texts and listening extracts students must ensure they answer the question directly and grammatically correct.

Question 5

The first of the reading texts was about positive and negative aspects of piercings. Candidates had to match five statements with four different people's opinion, ticking the name of the person matching the corresponding statement. Most candidates were able to score full marks.

In this question, candidates were able to clearly understand that synonyms are very important, as any clue to words belonging to the same topic group, eg, in statement 5(a), *'Es besteht ein Risiko von Infektionen'* matches with *'Es kann natuerlich leicht zu Entzuendungen fuehren'*.

Although *'Entzuendungen'* could be seen as a relatively difficult word, it was possible to see a link with *'unhygienischen'*. The most challenging question was 5(e), as *'kurzzeitig'* seemed more difficult to match, although *'heute'* and *'spaeater'* were clear indicators for most candidates.

It is positive that the vast majority of candidates apply these strategies successfully.

Question 6

This passage talked about an app for the European Health Insurance Card and its usage. Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. There are five separate questions in English to which candidates respond in English. Full sentences are not required, but the rubric instructs candidates to, *"convey all the relevant information"*. Therefore, answers must include all details required to address the question fully and appropriately.

This section, in this series, highlights the importance of reading the questions carefully. For example, in two questions, (6d and 6e) incorrect answers were often given by referring to wrong information as a result of not reading the questions correctly. Many candidates still struggled to transfer the meaning precisely and to give sufficient detail. Greater attention to the original German text would often enable candidates to gain more marks.

- a) This proved accessible to most candidates. Where candidates did fail to score the mark, this was usually because they omitted *'notwendige'* or translated it incorrectly as *'important'*.
- b) Whilst this was generally well answered, some candidates thought it would cost as much as it would at home, which was probably the most commonly incorrect response. The rendering of *'Einheimische'* into English was quite varied but with often successful attempts, eg *the locals, the residents, people who live there, the natives'*.
- c) The majority of candidates correctly identified the idea of differences between the health systems in different countries and were able to gain a mark. Only a few omitted *'in different countries'* and some also failed to gain a mark by saying that there are too many languages involved.
- d) Many candidates correctly answered with a list of treatment and costs but rarely added, *'which are covered'* and, therefore, did not gain a mark to otherwise correct information. The concept of *'refund'* also seemed difficult to translate and often the word *'payback'* was used instead. Those who did not read the question carefully and did not focus on *'charges'* answered with *'a list of telephone numbers'* or *'what to do if you lose the card'*.
- e) Most candidates understood that you are not able to order or download the card. Some marks were lost by saying, *'you cannot order or download it'*, as the question refers to the app and not the card. Therefore, *'it'* does not convey the required information.

(1)

The card ~~also~~ guarantees access to necessary medical treatments ~~and~~
~~to the same conditions as the people from that~~

(b) How much would this cost?

(1)

The same amount of money as a person who lives in that country.

(c) Why is it often difficult to understand how to use the card?

(1)

Because the health systems are different in different countries.

(d) What information does the new app provide specifically on charges?

(1)

Emergency telephone numbers and a list of conditions and costs.

(e) What are you **not** able to do via this new app?

(1)

One cannot download it themselves, they must write or phone for it.



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Examiner Comments

(a) This response scored 1 mark as all essential parts are included in the answer.

(b) This response was awarded 1 mark as the candidate had demonstrated a full understanding of the concept.

(c) This response is accurate and scored 1 mark.

(d) This response was awarded a mark of 0. The question asks for information specifically on charges and nothing else.

(e) This response was awarded a mark of 0. As the question refers to the app and not the card, "One cannot download it" does not convey the required element. It is crucial that every part of the response is clearly linked to the question.



ResultsPlus

Examiner Tip

Candidates must ensure that they read all questions carefully and transfer the meaning precisely, including all relevant detail.

This student scored a mark of 2.

- (a) What does this card give you access to in 31 European countries? (1)

Medical care

- (b) How much would this cost? (1)

Less than if you were to pay for ~~the~~ it ~~in the necessary mark~~ without a card.

- (c) Why is it often difficult to understand how to use the card? (1)

differences between healthcare systems in different countries.

- (d) What information does the new app provide specifically on charges? (1)

How to get ^{the} refund.

- (e) What are you **not** able to do via this new app? (1)

You can not download it yourself



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Examiner Comments

- 6a) The essential word 'necessary/emergency/essential' has been omitted and no mark is awarded.
- 6b) Answer is simply incorrect. A mark of 0.
- 6c) This response gains 1 mark.
- 6d) This is one of the few students that referred to this answer of the marks scheme correctly. A score of 1.
- 6e) The essential word 'the card' was omitted hence the sentence is ambiguous and no mark was awarded.



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Examiner Tip

Students must ensure they include all required details in their answers to gain the mark.

Question 7

The reading text relates to illiteracy in Germany. It described the difficulties illiterate people experience, its causes and consequences.

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not assessed, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. Full sentences are 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. However, candidates should avoid lifting whole sections from the German text in the hope that the answer might somehow be found in the copied passage. Unfortunately, in this examination, there was still a lot of evidence of this being the case, and no marks could be awarded. Furthermore, it was also evident that candidates should pay attention to the need for lifting material to answer the question. It may not be possible to lift answers from the text for all questions.

- a) This question proved accessible to most candidates. A few candidates lost a mark by only mentioning poorer countries, and one or two confused 'Staaten' with 'Städte' or were too specific, writing 'in Deutschland' or even 'in Berlin'. However, some candidates did not understand the question and simply gave the definition of 'Analphabeten', as given in the text.
- b) Most candidates were able to gain a mark here as there were quite a number of options. Most successful answers focused on 'eine SMS schreiben'. Some marks were lost by overlooking the 'am Automaten' when focusing on buying a ticket. Only a few candidates mention difficulties when shopping.
- c) Many candidates scored full marks for this question. The concepts of 'Angst' and 'minderwertig' seemed to have been understood well.
- d) Similarly, most candidates scored full marks for this question as they were able to express the idea of, forgetting reading glasses or hurting their hand accurately. Occasionally, marks were lost by candidates lifting too much from the text and infringing the order of elements rule.
- e) This question proved more discriminating for candidates. Less successful candidates targeted the wrong sentence referring to, "sie sind ständig auf die Hilfe von anderen angewiesen". A lot of candidates only gave part of the required information writing, "sie können nicht lesen und schreiben" and not referring to the necessity of these skills for most jobs. Examiners suspected that many candidates did not understand *vorausgesetzt*.
- f) This question was also a good discriminator. Many candidates lost marks by simply lifting indiscriminately from the relevant paragraph and thus losing marks due to the order of elements rule. A common mistake was the response, 'Kinder, die von Armut betroffen sind...', which does not answer the question as, 'why' and not 'who' was asked. Ideally, the answer required a full sentence such as, 'Sie sind arm'. Unfortunately not all candidates were able to manipulate the language from the text successfully. Some candidates thought the children were abusing alcohol instead of alcohol abuse within the family, and 'violent' was sometimes rendered as 'gewaltig'. Other responses referred to the children getting no support, but omitted the required detail, 'with studying at home' and thus no mark could be awarded.
- g) This question was generally handled well with the majority of candidates gaining a mark. Some candidates lifted, 'die Gesundheit schlimme Folgen' and gained no mark. Sometimes 'sich' was omitted in an answer when referring to 'sich informieren', which then did not convey the same message and a mark was lost.

(a) Wo findet man Analphabeten?

(1)

In den ärmeren Ländern der Welt sowie in reicheren Staaten.

(b) Welche selbstverständliche Kleinigkeit wird für Analphabeten zu einer richtigen Hürde?
Geben Sie **ein** Beispiel.

(1)

Wenn sie

~~per~~ SMS an Freunden ~~zuschieken~~ schicken.

(c) Aus welchen **zwei** Gründen wollen Analphabeten ihre Schwierigkeiten nicht bekannt geben?

(2)

Sie fühlen sich minderwertig. Sie haben Angst, dass andere sie

~~für~~ dumm ~~halten~~ finden würden.

(d) Wie entschuldigen sich Analphabeten bei anderen, wenn sie etwas nicht lesen bzw. schreiben können?

(2)

Sie sagen, dass sie ihre Lesebrille vergessen hätten oder dass sie sich an der Hand verletzt ~~haben~~ hätten.

(e) Warum haben Analphabeten Schwierigkeiten bei der Arbeitssuche?

(1)

Weil Lesen und Schreiben bei den meisten Tätigkeiten vorausgesetzt werden.

(f) Wieso verlassen manche Kinder die Schule ohne Schulabschluss?
Nennen Sie **zwei** Gründe.

(2)

~~Wenn die Kinder in Armut leben und ^{wenig} keine Unterstützung beim Lernen bekommen, aufgewächst~~

Wenn sie in Familien ~~aufge~~ wurden, in der Gewalt vorherrscht und Alkohol missbraucht wurden.

(g) Was ist eine weitere Konsequenz einer mangelnden Bildung?

(1)

Man kann sich nicht über verschiedene Krankheiten, Risiken und Vorsorge informieren.



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Examiner Comments

- (a) This response is correct and scores 1 mark.
- (b) This response scores 1 mark, as per the mark scheme.
- (c) This response scores 2 marks and is a good example of using basic language manipulation skills to formulate the answer in the candidate's own words.
- (d) This response scores 2 marks, as per the mark scheme. Again, the candidate has managed to convey precisely the required two details.
- (e) This response scores 1 mark, as per the mark scheme.
- (f) This scores 1 mark. The first response could be credited but no further response such as, '*lack of support with studying at home*' or '*poverty*', as per the mark scheme.
- (g) An excellent response. A score of 1 mark.



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Examiner Tip

Candidates must ensure they manipulate language to correspond to the question. It is not recommended to simply lift sentences from the text as often they do not fit grammatically to the question.

Question 8

In question 8, candidates are required to read a short 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, which candidates must address in their response.

The writing is assessed positively, according to the published assessment criteria. The assessment criteria rewards candidates for content and response (15 marks) and quality of language (15 marks). Candidates need to gain at least 1 mark for content to access marks for quality of language. The word limit is observed and examiners read no further than to the end of the sentence group after 220 words.

In this examination, the stimulus material related to the increasing popularity of private schools in Germany. Candidates were asked to describe possible reasons parents could have for wanting to send their children to private schools. Candidates were required to include an opinion on whether private schools fulfill these (high) expectations and outline briefly their own school experiences. Finally, candidates needed to explain to what extent schools prepare people for work.

Fortunately, excessive writings was less problematic in this examination. However, there were some essays which stretched well beyond 220 words. Candidates should be aware that any information which comes after the 220 words will not be assessed. The advice given to examiners about long essay responses is to read to the end of the sense group after 220 words, and then stop. In addition, the omission of one complete bullet point automatically reduces the content mark to a maximum of 9.

Examiners were pleased to note that this year's writing examination seemed accessible to all candidates. Shorter essays were hardly noted and most candidates were able to address all four bullet points in a structured way. Many candidates were also prepared for the format of writing a letter/email, and used the correct register. Some candidates continued to struggle with spelling '*Sehr geehrte Damen und Herren*', as in previous examinations series. Most candidates this year remembered to include a final sign off to their emails/letters.

As in previous series, examiners noted the continued writing of some fairly lengthy introductions, although it is encouraging that this trends seems to be less frequent in this current series. This is a very positive improvement as any unstructured writing could affect the Content Mark.

Bullet Point 1

The vast majority of candidates were able to cite reasons why parents might choose a private school education. All candidates were able to give reasons mentioned in the stimulus and more successful candidates expanded on those, adding a variety of others such as; better teachers, smaller classes, better (sporting) facilities, more individual mentoring and enhanced career prospects. Conversely, all sorts of problems with state education, poor teaching and buildings, drugs, alcohol, bullying were outlined. Most candidates were able to develop this bullet point successfully.

Bullet Point 2

This proved to be the most difficult bullet point for candidates and, overall, it was not well executed in many cases. Examiners considered that many candidates did not understand the word '*Erwartungen*', assuming it had something to do with waiting lists, and/or '*erfüllt*', as something to do with the schools being full. Unfortunately, this led to responses that did not address the bullet point successfully.

Successful responses to this bullet point included some of the points in favour of private schools such as; a better teaching and the learning environment, or the fact that famous people or people in power are often the product of a private school education. Some successful candidates were able to quote the statistics given in the text and then extending it to include examples of what else private schools might offer that parents and pupils would value, other than mere examination results.

Those who thought that expectations were not being met referred to achievements being based on an individual's ability, rather than their schooling, or to excellent state schools, in particular grammar schools, which are free.

Bullet Point 3

On the whole, this bullet point was well addressed. Candidates had the opportunity to talk about their own school experiences and more successful responses linked their experiences to the whole of the question and issues raised, eg, by comparing their state school experience with a friend's private school experience.

However some less successful candidates sometimes only gave a general opinion on the school system rather than an account of the educational experiences they or their families had.

Bullet Point 4

Overall, this point was well addressed. Successful responses mentioned that school provide students with a broad education, good marks and specific subject knowledge for their subsequent careers. Many responses also referred to aspects such as; self-discipline, a work ethic, team work and communication skills, politeness and learning the necessity of good punctuality, or a good dress code, etc. Less successful candidates failed to address the *'inwiefern'* aspect of the question or missed the link to *'Berufsleben'*. Some responses referred to private schools only.

Language

Most candidates seem to have been well prepared for this task and were able to handle the lexical items needed, as well as the grammatical structures.

As the topic of Education is well covered in the run up to the AS examination, candidates were familiar with the words *'Bildung'*, *'öffentliche Schulen'* or *'Berufsleben'*. However the confusion of *'Schule'* and *'Schüler'*, and *'lernen'* and *'lehren'* was quite frequent.

Almost all candidates attempted some complex structure, eg; subordinate clauses, (mostly *'weil'*, *'obwohl'*, *'als'* and *'wenn'*), relative clauses, the passive and a variety of infinitive constructions. Most candidates were able to use modal verbs correctly. Common mistakes usually concerned correct verb endings or the formation of different tenses. Furthermore gender and adjective endings were often used incorrectly and word order still seems to poses a problem.

In general there was a wide range of marks achieved in the Quality of Language criteria. Some candidates wrote remarkably well and accurately, whereas some candidates need to ensure they apply basic grammatical rules more successfully.

Privatschulen in Deutschland: Nachfrage höher als Angebot

- Mehr Deutsche wollen ihre Kinder auf Privatschulen schicken als Plätze vorhanden sind. Sie hoffen, ihre Kinder lernen dort mehr, um ihre Chancen im Berufsleben zu steigern.
- In Deutschland besuchen mehr Mädchen als Jungen Privatschulen.
- Nur 4% der Kinder aus Migrationsfamilien besuchen eine Privatschule; bei deutschen SchülerInnen sind es doppelt so viele.
- Daten aus einer Studie von der Universität Hamburg zeigen nur wenig bedeutsame Leistungsunterschiede zwischen privaten und öffentlichen Schulen.

8 Sie lesen diesen Artikel in einer Online-Zeitung. Schreiben Sie einen Leserbrief an die Redaktion der Zeitung **auf Deutsch (200–220 Wörter)**, in dem Sie auf Folgendes eingehen:

- Warum vielleicht immer mehr deutsche Eltern Privatschulen bevorzugen
- Ob die hohen Erwartungen an Privatschulen erfüllt werden –
- Ihre persönlichen Erfahrungen mit dem Bildungssystem
- Inwiefern die Schule eine gute Vorbereitung auf das Berufsleben ist.

Immer mehr deutsche Eltern wollen ihre Kinder auf Privatschulen schicken. Vielleicht, ~~weil~~ ^{sind} weil viele heute jetzt reicher ~~wie~~ wie in der Vergangenheit, also ist es eine Möglichkeit für mehrere Familie. Auch viele Eltern, die auf Privatschulen besucht haben, haben ihre Schulzeit so viel genossen, dass sie ihre Kinder ^{auch} auf Privatschulen schicken möchten.

Die hohen Erwartungen an Privatschulen werden ^{wahrscheinlich} erfüllt. Wenn so viele Leute wollen ihre Kinder auf ~~ein~~ Privatschulen schicken, hat die Regierung eine Verantwortung: ~~es~~ ^{sie} ~~muß~~ ^{muß} den Leuten gefallen. ~~Wenn~~ ^{Auch, wenn} es es eine große Nachfrage ^{gibt} ~~ist~~, wird mehr Privatschule beginnen, Kinder zu unterrichten. Meine Meinung nach ~~werden~~ ^{werden} ~~aktuelle~~ Privatschulen auch größer werden, damit sie mehr

Schüler haben können.

Meine persönlichen Erfahrungen mit dem Bildungssystem ~~haben~~ sind eigentlich sehr gut! Meine Lehrere ~~blät~~ und Lehrerinnen sind und immer freundlich. ~~Jedoch~~ ~~sehr~~ ~~gut~~ ~~blät~~ ~~Aprene~~ ich mich auf die Universität, weil ich der Meinung bin, dass es sehr viel Spaß machen ~~wird~~ ^{wird}! Ich bin sehr glücklich ^{in der Schule} gewesen worden, aber vor kurzem Zeit finde ich Schulleben sehr stressig, ^{da} ~~es~~ wir immer Prüfungen haben, oder eine andere Aufgabe haben.!

~~Das~~ ~~Schule~~ Ich bin der Ansicht, dass die Schule eine gute Vorbereitung auf das Berufsleben ist, weil ^{sie} ~~es~~ man unterrichtet ~~das~~ wie man belastbar sein kann, die ^{wesentlich} ~~sehr~~ ~~wichtig~~ in dem Berufsleben ist. ~~Das~~ Wie mein Lehrer sagt, die Schule sei schwieriger wie Arbeit! Auch, wenn man in der Schule ist, muss man in einer Mannschaft arbeiten - auch wichtig ~~in~~ ^{im} Berufsleben!



ResultsPlus

Examiner Comments

Bullet point 1 was successfully addressed and well developed. However, the candidate did not make good use of the stimulus material and included the idea of people getting generally richer and thus more people can afford private school.

Unfortunately, bullet point 2 has been not addressed in the essay. There is some evidence here of misunderstanding of the point and the candidate talks about the need to have more private schools due to exceeding demand. It can be assumed that 'Erwartungen' was interpreted as something to do with 'warten' and 'erfüllt' as 'ueberfüllt'.

Bullet point 3 and 4 have both been addressed and developed to a very good standard. However, given that one bullet point has been omitted the student could not be awarded a mark higher than 9 for Content and Response.

The student has used a very good range of structure and vocabulary and has demonstrated high linguistic competencies. However, although the communication is excellent in some parts of the essay, there are other parts in where communication cannot be judged as excellent. In addition, there is evidence of a few major errors in the quality of the language.

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

In question 3, candidates should not only look for the words that will fit grammatically before listening but also note down the meaning of all words (known) and listen out for possible clues.

- Candidates must ensure they read all questions carefully and refer to the correct detail in the passages.
- Candidates must ensure they include two responses when 2 marks are awarded for one question.
- Candidates need to be aware that language lifted from texts often needs to be manipulated correctly in order to correspond to the question asked. Basic grammatical knowledge remains therefore essential.
- Adequate time should be devoted to the practice of transferring meaning fully, accurately and appropriately from German into English.
- It is crucial to the content mark in Q8 that all bullet points are addressed directly and fully, ideally in sequential order.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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