

Examiners' Report
June 2016

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 a 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 degrees 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.

Section C assesses candidates' writing skills and candidates are required to write 200-220 words in the form of 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 for 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 points made by candidates was 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 which 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.

Question 2

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

The transcript was about the increase of childhood obesity and its causes and consequences. Most students were able to tick at least three correct sentences but a majority managed to score full marks.

Question 3

Question 3 is a summary with gap fill in German and is worth 4 marks. 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.

This year students scored an average of three marks with (b) (im Ausland) the most successful answer. Statement (c) was the least successful statement and was followed by question (d) where the distractor *Berge* was often incorrectly chosen.

Question 4

Question 4. Indiscriminate transcription by candidates of what they have heard is not a guarantee of a mark here. Quality of language is not assessed here, but candidates must communicate their answers unequivocally. Full sentences are not required in this task but candidates should be aware that full and detailed information is needed. Examiners are asked to be lenient in regards to spelling; however, if a misspelt word becomes ambiguous a mark is withheld.

Overall, candidates have become more proficient in their handling of this question and very few candidates scored 0 marks. Students attempted to use their own words for their answers more frequently and more successfully. Untargeted lifts were less common this year and students were more able to lift the correct sentence successfully. There were still others, however, who virtually transcribed anything that could be relevant in order to score a mark and some who transcribed the wrong section at times. Anglicised spellings were a main issue this year.

4 (a) Many students focused on the first answer of the mark scheme and the second possible answer 'Jugendliche zu motivieren gemeinsam Projekte zu realisieren' was only given by a few. In the first possible answer the word 'fördern' caused many difficulties and was quite often transcribed as 'fordern' which did impact on the validity of the answer. Students often struggled to convey the whole concept of the question as they often did not include 'Einsatz' or 'Jugendlicher' and could therefore not gain a mark in that section.

4 (b) There were various answers permissible in section 4b but marks were often lost either for not referring to both the national and international phases, by omitting the "Sieger/die Besten" aspect, or by misspellings that produced alternative German words (*für* for *führt* and *Ziege* for *Sieger*) or something incomprehensible.

4 (c) This was generally well answered and many students were able to name at least one condition. Many referred mostly correctly to the aspect 'Projekte müssen eine positive Wirkung auf die Gemeinschaft haben' although some candidates misspelt 'Wirkung' as 'Werkung' or 'Erwerkung' and did not score a mark here. The part of section 4 (c) referring to 'Jugendliche müssen in allen Aspekten des Projekts mitarbeiten' was more difficult as a number of students misheard 'allen' and wrote 'ein' which precluded them from gaining a mark.

4 (d) This question was accessible to most students with many scripts containing correct answers, although the English spelling of 'Theater' occurred at times and prevented gaining the mark. Furthermore a number of times some students misread *wie* in the question and answered with what it could be about e.g. Umwelt.

4 (e) Most candidates were able to gain a mark by offering the correct answer 'Projektgruppe'. However, some candidates referred to 'die Jury' which was of course incorrect or misheard 'Körper' rather than 'Gruppe'.

4 (f) This question was generally well answered and most students were able to gain a mark. Incorrect responses included the use of the comparative, the English spelling of *kreativ* or using *entspannend* for *spanned*.

4 (g) Whilst this was generally well answered, some candidates were too unspecific or did not transcribe the web address accurately.

Hörtext 4 Der Jugendprojekt-Wettbewerb

4 Sie hören ein Interview mit Jan Huber, der über den Jugendprojekt-Wettbewerb spricht. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was will man mit dem Projekt erreichen?

(1)

Die Kreativität von Jugendlichen zu fördern.

(b) Was sind die zwei Phasen des Wettbewerbs?

(1)

Jedes Land hat ihren Wettbewerb und die Sieger gehen zum International Wettbewerb

(c) Welche zwei Voraussetzungen muss ein Projekt erfüllen?

(2)

Die Jugend müssten in allen Aspekten bei den Projekt gearbeitet und es muss den Gemeinschaft helfen.

(d) Geben Sie eine Möglichkeit an, wie man das Projekt präsentieren kann.

(1)

Ein Tanz ist eine Möglichkeit

(e) Wer entscheidet, wie das Projekt präsentiert wird?

(1)

Sie Jugendlichen entscheiden.

(f) Wann ist eine Präsentation erfolgreich? Nennen Sie **zwei** Details.

(1)

Kreativität, Spannung und weniger als sieben Minuten

(g) Wie bekommt man weitere Informationen?

(1)

Beim den Website.



- (a) In addition to a couple of errors that prevent unambiguous communication, the essential word 'Einsatz' is missing, so no mark was awarded.
- (b) This is an excellent example of a candidate answering concisely using their own words. A mark of 1 was awarded.
- (c) Both required points were addressed and a score of 2 was given.
- (d) This response is accurate and scored one mark.
- (e) This answer was accepted as it implies a clear comprehension of the text. The response scored 1 mark.
- (f) The candidate mentions two of the three possible adjectives and scores 1 mark. The slight misspelling of 'spannend' was tolerated.
- (g) This response is not specific enough as an indication of which website is required. No mark is rewarded.

Hörtext 4 Der Jugendprojekt-Wettbewerb

4 Sie hören ein Interview mit Jan Huber, der über den Jugendprojekt-Wettbewerb spricht. Beantworten Sie die folgenden Fragen **auf Deutsch**.

(a) Was will man mit dem Projekt erreichen?

(1)

eine platform zu schaffen kreativität jugendlicher zu fördern

(b) Was sind die zwei Phasen des Wettbewerbs?

(1)

ein eigenes project und die finale

(c) Welche zwei Voraussetzungen muss ein Projekt erfüllen?

(2)

Sie müssen mit gearbeitet haben

Positive werbung für die gemeinschaft

(d) Geben Sie eine Möglichkeit an, wie man das Projekt präsentieren kann.

(1)

ein film

(e) Wer entscheidet, wie das Projekt präsentiert wird?

(1)

jury

(f) Wann ist eine Präsentation erfolgreich? Nennen Sie **zwei** Details.

(1)

spanned spannend und interessant

(g) Wie bekommt man weitere Informationen?

(1)

auf die website

(Total for Question 4 = 8 marks)



ResultsPlus Examiner Comments

- (a) This response lacks reference to 'Einsatz' again and also due to the misspelling of the verb prevents communication, therefore it gained no marks.
- (b) This response lacks the required details and again no mark was awarded.
- (c) The candidate has unfortunately not managed to convey all essential information. The first point does not make reference to 'Jugendliche' and to 'allen Aspekten' and could therefore not be credited. The second point was withheld as the spelling of 'Wirkung' did not unambiguously communicate the message and no mark was awarded.
- (d) This response is accurate and scored a mark of 1.
- (e) This answer was a common incorrect response and no mark was awarded.
- (f) Two correct adjectives were given and the answer was awarded one mark.
- (g) This was given no marks as the answer again is not specific enough. It needs to include either the use of an appropriate possessive pronoun, the specific reference to the website of the 'Jugendprojektwettbewerb' or the address of the website in order to gain the mark.



ResultsPlus Examiner Tip

When using language from listening extracts or texts students must ensure they answer the question directly and grammatically correctly. Students must focus on accurate spelling and in particular avoid English spellings (theatre, creative).

Question 6

Question 6 requires candidates to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and candidates are not expected to infer meaning. 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* – thus answers must include all details required to address the question fully and appropriately.

This year it proved to be the most discriminating task and many candidates still struggle to transfer the meaning precisely and to give sufficient detail. As in the previous series greater attention to the original German text and the questions would often enable candidates to gain more marks.

6 (a) This question discriminated surprisingly well and only a minority of students managed to render 'zufriedenstellend' into an English phrase that conveyed the correct meaning. Some answers included references to the weather, rather than the skiing conditions.

6 (b) Many students focused on the 'warm weather' aspect in the mark scheme to gain a mark rather than the continuation of rainfall, which was rarely mentioned. Most students have been able to convey successfully that the weather would be warmer than usual, however some answers omitted to mention the 'than usual' aspect or were focusing on the weather forecast in general or in the higher areas rather than the villages.

6 (c) Although this question looks like it should be accessible to all students, it turned out that only a few students know the English word for *Schlittenfahren* and hence no mark was gained as both elements were required. Many responses used 'snowboarding' or 'cross-country skiing' instead.

6 (d) This proved to be a differentiating question as many students struggled to convey the concept of repeated snowfall. Instead responses often referred to cold weather, record amounts of snowfall or freezing temperatures.

6 (e) This response was handled generally well but quite a few candidates did not know the word 'Lawine' and either left the German word or had a guess such as floods, blizzards, landslides, or icy roads.

Text 6

^{snow fall} Schneefall in Europa

In den österreichischen Alpen gab es in den letzten Tagen nur wenig Schneefall. In den meisten Skigebieten gibt es dort zwar immer noch zufriedenstellende Skibedingungen, aber die unerwünscht hohen Temperaturen bedeuten, dass der Niederschlag in den Tälern als Regen fällt. Auch für die nächsten Tage sind die Wetterprognosen gemischt. In den höheren Lagen wird es stark schneien, sodass die Schneehöhe in Sölden z.B. auf über zwei Meter ansteigen wird. Jedoch bleibt es unten in den Dörfern wärmer als für die Jahreszeit üblich, und hier wird es weiterhin regnen. Deshalb sind Eislaufen und Schlittenfahren in diesen Weihnachtsferien nicht möglich.

^{ice skating}
In den Schweizer Bergen hat es dagegen im Laufe der letzten Woche bei Minusgraden immer wieder geschneit. Die Skibedingungen werden dort in den kommenden Tagen ausgezeichnet sein. Bei einer Rekordschneehöhe bleibt es kalt und trocken. Die Sonne wird auch gelegentlich herauskommen. Jedoch warnt die Schweizer Bergwacht vor Lawinengefahr.

6 Read the passage above and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) What are skiing conditions like in most Austrian resorts? (1)

Strong snowfall and ~~little rain~~ unlikely to rain.

(b) What is the weather forecast for the villages? (1)

Warmer than normal for this time of year, and more rain.

(c) Apart from skiing, which **two** activities have been affected by the weather? (1)

ice skating and sledging
~~ice skating~~

(d) Describe the recent snowfall in Switzerland. (1)

Below 0°C temperature and still snowing.

(e) What alert have the authorities issued? (1)

Issued a low report about the dangers.



ResultsPlus

Examiner Comments

- (a) This response describes the weather conditions and does not refer to the skiing conditions. So no marks are awarded.
- (b) The candidate has managed to convey precisely the required detail in his first point and scored a mark of 1.
- (c) Both activities have been correctly conveyed and a mark of one was given.
- (d) This response lacks the required detail and again describes the weather in general rather than focusing on the question. No marks are awarded.
- (e) This answer is simply incorrect and scored no marks.

This candidate coped very well with this task and although the answers are very short they are precise and convey the necessary details. A total score of four was achieved.

6 Read the passage above and answer the questions **in English**. Your answers must relate exclusively to the passage and convey **all** the relevant information provided.

(a) What are skiing conditions like in most Austrian resorts?

(1)

Skill satisfactory

(b) What is the weather forecast for the villages?

(1)

more rain

(c) Apart from skiing, which **two** activities have been affected by the weather?

(1)

Ice skating and Sledding

(d) Describe the recent snowfall in Switzerland.

(1)

Continuous snowfall in the past weeks.

(e) What alert have the authorities issued?

(1)

Avalanche danger warning



ResultsPlus

Examiner Comments

- (a) 'satisfactory' was exactly the word to use and one mark was awarded.
- (b) 'more rain' implies that it will continue to rain/that there was rain before and the answer was awarded one mark.
- (c) Both elements required are communicated here. A score of one mark.
- (d) Unfortunately conveying 'immer wieder' posed a problem to most candidates as in this example. No mark was given.
- (e) This response is correct and was awarded one mark.

Question 7

Question 7 requires candidates to respond in German to questions set in German. Quality of language is not being assessed here, therefore under the terms of the mark scheme misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. In this context, an inappropriate possessive adjective impedes communication and a mark will be withheld for the first misuse of a possessive adjective. 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 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 constitutes a targeted lift and no marks can be gained in this instance. Candidates should also pay attention to the need for the lifted material to answer the question as set and should be aware that it may not be possible to lift answers from the text for all questions. It is important to reiterate that whilst targeted lifts are accepted, indiscriminate ones which indicate that candidates have not understood either the question, or what they are writing as a response, are not. Targeted lifts mean that candidates do not have to answer using their own language but may rely on the language in the text when this is appropriate.

Students have performed generally well in this task and it proved to be accessible to most students. Untargeted lifts were less frequent this year overall.

7 (a) This question differentiated better and some students seemed to have misunderstood the question by answering when the stress started or did not explicitly relate the stress to school.

7 (b) Many students were able to gain at least one mark. They understood the idea of making time for school work and family and friends but many failed to use a suitable verb for 'festlegen' and so only scored 1 mark instead of 2.

7 (c) Similarly this question was generally well answered and many students conveyed successfully the two points of 'after free time and when school starts'. Incorrect answers often included references to the 'Abitur' and to the symptoms of the problems, showing a misunderstanding of the question. Furthermore 'at the weekend' has been given as an answer quite a few times and gained no marks.

7 (d) Again a high level of success was achieved here and many candidates managed to score both marks. High expectations of parents was almost always referred to whereas the correct answer 'das verkuerzte Abitur' was at times replaced with incorrect references to "Gefühl von Hoffnungslosigkeit und Verzweiflung", "Den Lehrern gibt sie keine Schuld" or the idea of teachers putting pupils under pressure.

7 (e) Many candidates scored both marks. If marks were lost, it was generally due to the omission of "stundenlang" or because the candidate wrote "eine Stunde" instead.

7 (f) Almost all students managed to gain this mark and only very few students wrote that she tried not to put herself under so much pressure which did not score a mark.

This is an example of a response scoring the average mark for this task.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**. Sie sollten so weit wie möglich Ihre eigenen Worte benutzen.

(a) Was verursachte Annikas Ohrenschmerzen?

(1)

Schulstress verursachte die Ohrenschmerzen

(b) Was musste Annika beim Erstellen ihres Zeitplans machen?

(2)

Sie musste fest legen wie viele Stunden Sie mit lernen ~~verbringen~~ verbringt aber auch wann Sie Zeit mit Freunde ~~nimmt~~ nimmt

(c) Wann sind die Gesundheitsstörungen am schlimmsten?

(2)

Es ist am schlimmsten wenn die Schule wieder beginnt ~~...~~

(d) Welche zwei Faktoren können Schulstress fördern?

(2)

Die Erwartungshaltung der Eltern und Hoffnungslosigkeit könnte den Schulstress fördern

(e) Was muss Annika drei Tage in der Woche tun?

(2)

Sie muss einen Ausgleich zum Schulstress suchen

(f) Was macht Annika, um ihren Stress zu bekämpfen?

(1)

Ein Tankkurs



ResultsPlus
Examiner Comments

- (a) This response is accurate and a mark of one was awarded.
- (b) The candidate takes language from the text but manipulates the language successfully. Both points are conveyed and a mark of two was given.
- (c) This response was awarded one mark. It lacks reference to 'nach freien Tag' and no mark was given for this part.
- (d) The candidate does not mention the second point ('das verkuerzte Abitur') and only scores one mark here.
- (e) The response does not address the question and no mark was awarded.
- (f) This response is correct and one mark was awarded.



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Examiner Tip

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

This is an excellent response and achieved full marks.

7 Beantworten Sie die folgenden Fragen zum Text **auf Deutsch**. Sie sollten so weit wie möglich Ihre eigenen Worte benutzen.

(a) Was verursachte Annikas Ohrenschmerzen?

(1)

Der Schulstress

(b) Was musste Annika beim Erstellen ihres Zeitplans machen?

(2)

Sie musste entscheiden, wie viele Stunden mit Hausaufgaben, lernen, Familie und Freunde verbringen sollte.

(c) Wann sind die Gesundheitsstörungen am schlimmsten?

(2)

Wenn nach freien Tagen, z.B. nach einem Wochenende oder nach den Ferien, die Schule wieder beginnt.

(d) Welche zwei Faktoren können Schulstress fördern?

(2)

Sie hat ~~unbe~~ Das verkürzte Abitur und die Erwartungshaltung der Eltern.

(e) Was muss Annika drei Tage in der Woche tun?

(2)

Sie hat Unterricht bis 15:30 Uhr und dannach muss sie ~~stud~~ viele Hausaufgaben machen.

(f) Was macht Annika, um ihren Stress zu bekämpfen?

(1)

Sie ~~un~~ macht einen Tanzkurs

(Total for Question 7 = 10 marks)



- (a) The answer is correct and one mark was awarded.
- (b) Although not grammatically correct the sentence communicates both possible answers and achieves a total score of 2.
- (c) This response demonstrates an acceptable targeted lift and a mark of two was awarded.
- (d) The candidate has managed to convey precisely the two required details and scored a mark of 2.
- (e) This response was awarded both marks. The essential word 'stundenlang' has been described as 'viele' which was accepted.
- (f) The response is accurate and scored one mark.

Question 8

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 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 sense group after 220 words.

Unfortunately, overlong answers were more frequent again during this series and 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 omission of one complete bullet point automatically reduces the content mark to a maximum of 9. Centres are advised to read the marking principles (at the end of the mark scheme) which details exactly what will happen when a candidate completes a bullet point only partially, or indeed fails to address a bullet point at all.

Furthermore, examiners have still noted some fairly long introductory comments (some up to +40 words) e.g. students outlining their detailed reasons for wanting to participate in the Red Cross works. Given a 220 word limit these words should have been dedicated to covering the bullet points required. Please be reminded that long introductory comments can be considered irrelevant and could thus affect the Content Mark.

Examiners were pleased to note that this year's task seemed accessible to all students. Very short essays were hardly noted and most candidates were able to address all four bullet points in a structured way – fairly even, one after the other, which is the recommended strategy. Many were also prepared for the format of writing a letter/email and the majority answered in the form of an application email. Most used the appropriate register. Some students continue to struggle with spelling *Sehr geehrte Damen und Herren* as in previous years, but most candidates this year remembered to sign off their email/letter.

Bullet point 1

The vast majority of candidates were able to give examples of voluntary work they have done such as working in a charity shop, helping younger children at school with their studies, undertaking fundraising activities, supporting homeless people, working in soup kitchens and voluntary projects abroad. In a few cases it was not made clear that it was voluntary work, especially if they referred to it as a 'Beruf' and thus it could not be considered as addressed. Very occasionally this bullet point was misunderstood, with some candidates writing about the benefits of voluntary work, rather than voluntary work that they had undertaken.

Bullet point 2

Most candidates were able to elaborate on the kinds of skills that would be appropriate for the tasks involved and justify their claims with proof from the past.

They tailored their response and description of "Fähigkeiten" appropriately to the advertisement. Many spoke of the skills they possessed that are useful when dealing with children, such as patience, firmness and a sense of humour. Many also linked knowledge gained from their school studies to how they could help (e.g. Biology for improving hygiene standards; Psychology for helping troubled children). Most candidates mentioned their ability to read and write (often in more than one language), whilst some also spoke of more general skills, such as reliability, organisation and teamwork.

Some candidates wrote more about why they wanted to do the voluntary work rather than what they had to offer or just kept describing previous experience without specifying the skills they have acquired.

Bullet point 3

This was probably the bullet point most notably to be misunderstood as some students did not refer to the advantages this opportunity would give to them but focused on advantages for the orphanage or orphans instead. A few students misunderstood the task and referred back to the experience they had written about in point 1 and what advantages they had gained from that. However, the majority of candidates were able to answer this bullet point well and spoke of a range of advantages, such as satisfaction gained from helping those in need, gaining experience in working with children/aid sector which will be beneficial for future careers and their UCAS application, learning a new language and culture, opportunity to travel, gaining an appreciation for what they have in their own lives and getting to know India better.

Bullet point 4

This often proved to be the least well developed bullet point with some candidates listing only one or two questions they could think of at the end as they often had run out of words at that point. Basic questions were asked on a range of topics such as type of accommodation, the dates and duration of the project, how many volunteers will be there, if a friend can take part in the same project and if there will be any free time for travelling.

The best candidates were able to weave their questions into a coherent paragraph, often giving specific reasons for asking.

The better attempts included asking about dates and giving a reason why that was important for them to know, asking where the orphanages were so they could do some research in advance, potential health issues, vaccinations, e.g. or other possible dangers because parents were worried.

Language

Most candidates were well prepared for this topic and often used a range of vocabulary appropriate for this task. In particular stronger candidates demonstrated a wide range of vocabulary when describing skills they have in Bullet Point 2. Pre-learnt phrases were often used by weaker candidates to create some form of structure although they were not always used in the right context.

Most candidates attempted to include a wide range of structure, e.g. subordinate clauses (mostly 'weil', 'obwohl', 'als' and 'wenn'), relative clauses, the passive and a variety of infinitive constructions, in their work, but not always successfully. Common mistakes reported this year concerned verb and tense formation as well as modal sentences. This is an addition to problems with adjective ending and word order. Asking questions correctly as in Bullet Point 4 posed problems for some weaker students.

Overall examiners reported a wide range of standards this year and there were also a number of really strong candidates who wrote remarkably well and accurately.

schwierig ist. Auch ich denke dass alle Leute must
in gute bedingungen ^{wohnen} leben. ~~Das letzte ist das~~ Auch
ich möchte neue Erfahrungen zu sammeln.

Die Vorteile für diese Erfahrungen sind: Ich
denke dass diejenigen die Erfahrungen ich kann
in der Zukunft benutzen. Ich kann eine neue
Kultur lernen, Ich kann neue Leute kennen
lernen. Auch ich kann eine neue Land kennen
lernen. Diese Erfahrung ist sehr wichtig für mich
weil ich möchte arme Familie helfen.

Ich brauche mehr Informationen. z.B. wo in Indien
ist die Waisenhäuser, ~~Es~~ Wann ~~die~~ ist die
Hilfsprojekt? Wie gehen wir nach Indien? Muss
ich ein bisschen geld brauchen? ~~Wie~~ wie
lange ist die Hilfsprojekt? Wann beginnt die
Hilfsprojekt? ~~Ich hoffe ich kann in die Hilfsprojekt~~
mitmachen wo ist die Unterkunft? Muss ich ein Visa
bezahlt? Ich hoffe ich kann in die Hilfsprojekt
mitmachen

Ich hoffe ich kann in die Hilfsprojekt mitmachen.

T
[REDACTED]



The candidate unfortunately only covers two of the four required bullet points and therefore can only score a maximum of six for content.

The candidate gives a short introduction about himself and then outlines his opinion on the usefulness of this project, which is irrelevant. He does not mention any voluntary work he has done so far and any skills he has that could prove useful for this role. He therefore fails to address BP1 and BP2. However, he describes a number of advantages this experience would give him and also addresses BP4 well asking a number of questions. Although BP3 and BP4 are addressed and sufficiently developed the overall content mark awarded was at the top of the band: *Task not fully grasped or developed. Much irrelevance and/or repetition.*

When awarding marks for Quality of Language three aspects need to be considered according to the Mark Scheme: communication, accuracy and variety of lexis and complex structures.

The overall communication of the essay is satisfactory despite numerous mistakes. Apart from 'eine Chance verbieten' which clearly does not communicate, the intended message overall is usually clear. Therefore the seven to nine band could be considered. Unfortunately, there are a number of basic mistakes in regard to verb formation and word order, which at AS level should not occur in this form and therefore one cannot say that the basic language is generally satisfactory. (Ich wolle..., habe ich... lesen, die Kinder muss lernen, ich moechte... zu sammeln, Musst ich...?) Furthermore most messages are communicated in simple sentences. There is a clear lack of subordinate clauses or attempts at using longer sentences throughout. Lexis again lacks variety and does not really meet AS-standard. Therefore the language mark has to be chosen at the upper end of the four to nine band.



Candidates must ensure they address all bullet points directly and fully (ideally in sequential order) in order to maximise their marks. They should further avoid longer introductions that are not relevant to the task and ensure that they adhere to the word limit of 220 words.

Paper Summary

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

- Candidates must take greater care with spelling and avoid anglicised spellings when transcribing words.
- Candidates must ensure they read all questions carefully and refer to the correct detail in the passages.
- Candidates need to be aware that language lifted from the texts often needs to be grammatically manipulated in order to correspond to the question asked.
- Candidates must ensure they avoid long introductions in Q8 in order to be able to address and develop all four bullet points within the word count.
- Candidates should aim to address all four bullet points 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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