

Examiners' Report/
Principal Examiner Feedback

Summer 2014

Pearson Edexcel International GCSE
in German(4GN0/02)
Pearson Edexcel Certificate
in German(KGN0/02)

Paper 2: Reading and Writing in
German

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Publications Code UG038967*

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**International GCSE German
Paper 2 Reading and Writing in German
Examiner Report**

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The paper reflected the interests of young people and so offered all candidates the opportunity to demonstrate their competence in German. In general, candidates had been well prepared by centres and they were able to meet the requirements of both the Reading and Writing tasks.

Question 1 Essen

This topic is a very familiar one to candidates and it provided an accessible entry into the paper for candidates of all levels. Examiners' noted *Gemüse* was generally well known by all candidates. *Süßigkeiten* was least well known.

Question 2 Urlaub

Most candidates were able to score 3 marks and above on this question, with *Sonnenbrille* being the lexical item which presented most problems. *Dusche* and *Geld* were familiar to nearly all candidates and *Meer* was also well known.

Question 3 Geld

(a) Sie lesen diese Umfrage in einer Zeitschrift

This question is targeted at candidates in the C/D grade bands. Where these level candidates lost marks it was on (iv) *Kleidung* and (v) *Schmuck*. However, (ii) also presented difficulties for some candidates requiring them as it did to link *Geschenke* with either *Geburtstag* or *Blumen und Pralinen*.

(b) Was machen Sie mit Ihrem Geld?

Candidates are expected to write approximately 50 words in German on the topic given.

There were many good responses, which scored high marks, as the topic was accessible to the vast majority of candidates. The provision of some ideas as to content was clearly a good help to many. In general this question was answered clearly and provided an opportunity for candidates to demonstrate their ability to produce written German and do well despite some errors.

Centres are encouraged to impress upon candidates that they cannot be awarded marks for language, which is simply 'lifted' for the Q3a text. Weaker candidates lifted whole sentences, whereas stronger candidates used the stimulus as an inspiration and manipulated the language successfully, for example *Ich habe seit zwei Monaten einen Teilzeitjob/ Ich kaufe Geschenke für meine Freunde von meinem Taschengeld.*

Many candidates used the phrase *Ich spare mein Geld für ...* and whilst most were saving for a computer, car or mobile, examiners also saw *die Universität, später, die Zukunft* and even *für größere Ausgaben*.

The stimuli for Q3b (Pläne, Taschengeld etc) were widely used, with almost all candidates referring to at least two out of the four. The ideas also helped candidates structure their responses.

Weaker candidates were restricted to listing a few favourite shops, but more developed answers included reasons for liking a particular shop (*weil das so modisch ist/die Kleidung da ist nicht teuer*.) More pedestrian answers listed items of clothing without any further description and many such candidates bought *Computerspiele*.

Billig was well known, but *kaufen* and *verkaufen* were often confused. *Ausgeben* was generally not well known, with a fair number of candidates offering *spenden* instead.

Most candidates were able to write 50 words. Linguistically, some candidates used their knowledge of subordinating conjunctions and conditionals to say what they would buy if they had more money. Many candidates were able to use the perfect and future tenses, although there is no requirement that they do so for this question. Conjunctions were often used: most frequently *weil*, although not always with the correct word order.

Weaker candidates were not able to manipulate verbs and offered *ich gern einkaufen* or *ich gern ins Kino*.

Candidates used a variety of adverbial expressions of time such as *wöchentlich, monatlich, and pro Woche*. Inversion was usually successful whereas prepositions were not always used correctly, e.g. *ich gehe nach Stadt*.

Question 4

This question targets higher grades (C and B). There were many correct answers for five marks and most candidates were able to achieve two or three marks. It was felt that this question discriminated well.

Question 5

It is perfectly acceptable for candidates to give short answers, as comprehension only is tested and candidates' language is not assessed provided it communicates. It is also acceptable for candidates to use language from the text, provided it is a targeted lift, i.e. the exact response to a question. Copying an entire sentence, however, is usually not successful, as it does not demonstrate that the candidate has understood the question.

a) There were many correct responses offering *zu Hause* but quite a few added *öffentliche Partys oder ins Gasthaus*, not taking into consideration the word *anstatt* in the text. Incorrect answers also included the lifts *keine Sorge* or *Sie sind nicht allein*.

b) Although the question was understood by most, a few candidates offered *weil sie nicht mehr beliebt sind* and a couple misunderstood the *vielleicht* in the question and offered their own explanations: *weil zu viel Alkohol getrunken wird* or *um mit Freunden zu bleiben*. Very weak candidates simply wrote *meinstadt.de*.

c) There were many correct answers, but many candidates gave the incorrect *mit Freunden und Kollegen*

d) This was the most accessible question and could be answered with a direct lift from the text. Very many candidates gained at least one mark and many both. Incorrect answers usually stated, *das Essen war lecker*, either misunderstanding *Nachteile* or *lecker*.

e) A number of candidates identified the correct part of the text but just copied *zu einem guten Silvesterabend gehört*. Other incorrect answers included *zusammen mit Familie/ fernsehen/ zusammen essen*.

f) Many candidates copied *Hat an Popularität gewonnen* sometimes adding *dank dem Billigflieger-Boom*.

g) There were many direct lifts, which unfortunately did not get the mark as they did not say how Nina's visit was. Correct answers were *gut/toll/super/gut/sehr gut/spitze*.

h) Many candidates gained the mark *with ein(en)Urlaub in der Karibik* often adding *zum Beispiel gerade optimal* which could be ignored. Weaker candidates usually stated only *Urlaub* or *gerade optimal*.

i) This question proved to be a challenge for very many candidates and only strong candidates gained a mark.

It is essential for successful comprehension to be familiar with question forms and exactly what they are asking. Centres are advised to reinforce this with candidates. *Wie* caused problems for many and *mit wem* also presented difficulties.

Question 6

A large number of candidates were able to give good responses to the questions and had been well prepared by centres. The most successful answers were structured with paragraphs used to cover the bullet points in order. Less successful responses were not structured in the same way, with paragraphs and ideas not linked. The weakest responses failed to cover all four points and were often purely descriptive. Some failure to understand all

bullet points was evident. Candidates would be well advised to tackle the bullet points using paragraphs to increase clarity and organisation.

Common errors were lack of inversion and verb agreement, as well as incorrect word order with modals and subordinating conjunctions. Past and future tenses were in evidence as well as conditional clauses. Whilst candidates clearly had an awareness of the future tense, there were frequent mistakes with the formation.

Stronger answers were able to include inversion, subordination, a variety of time phrases and use a range of tenses, infinitives and modals. There was some attractive use of more complex structures at the top end. Most candidates were able to demonstrate their knowledge of and ability to apply language to at least some extent. There was a great variation in verb formation, gender and agreement from a significant number of candidates. Inversion was often successfully employed. Most candidates were able to produce the future and quite a good number could cope with past and conditional tenses with accuracy. Spelling was likewise variable but many had a high degree of accuracy and there were some good compound nouns, e.g. 'Gesundheitsprobleme'.

Question 6a) Cybermobbing and the dangers of the internet were frequently mentioned with some candidates able to express the idea that parents should take responsibility for their childrens' internet usage. Weaker candidates failed to explore the advantages and disadvantages of the internet in depth and many candidates mentioned *unkontrollierte Sexwebsites*. Some candidates failed to take advantage of the opportunity offered to use the perfect tense to describe what they had done recently online, stating merely what they use the internet for in the present tense. Positive aspects were frequently linked to homework. The final point about the internet in the future was the weakest with many candidates unable to offer a strong response here.

Question 6b) The topic about moving house gave many candidates the opportunity to use very familiar everyday vocabulary and many were clearly comfortable with this task. Stronger answers were able to show more unusual words and complex structures. In a good number of answers bullet point one prompted the only past tense along with 'war/waren'. Most candidates were able to give a reason and say what was wrong with the old house, although after the initial past tense sentence some lapsed into the present tense writing as if they were still in their old house, *mein alt Haus ist klein*.

Many weaker candidates chose this task. Some candidates saw this as a vehicle for incorporating pre-learnt material, for example, about the environment or their town leading to an element of irrelevance. There was, however, also some good use by stronger candidates of the conditional and subordinating conjunctions in order to describe their plans for their new room.

Question 6c) Again this was often seen as an opportunity to recount pre-learnt material with weaker candidates describing a healthy lifestyle rather than what they do, with a good deal of confusion between *gesund*/*Gesundheit*.

Many candidates were unable to answer why some people eat unhealthily, merely stating what they do to be healthy. The most common reasons given were that unhealthy food tastes better or that it is cheaper. All but the very weakest were able to give a good account of recent unhealthy events such as going to the cinema and eating popcorn, or not being able to do sport because they have too many exams. There was ambiguity in the fourth bullet point, with many weak candidates merely describing their unhealthy friends or not understanding the pronoun 'Sie' and who was supposed to be helping whom. Strong responses gave good advice about food, sports and diet.

Examiners were pleased to note that in this session the candidates' responses were distributed roughly evenly across all three questions.

Grade Boundaries

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

