

Examiners' Report/ Principal Examiner Feedback

November 2009

IGCSE

IGCSE German (4375) Paper 2

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Paper 2: Reading and Writing

Section A - Part One

Question 1 - Umwelt

This was successfully answered.

Question 2 - Schule

Most candidates answered this section correctly. However, a few were unable to make the fine distinction between *Noten* (Julia) and *Hausaufgaben* (Patrick).

Question 3 - Fernsehen

Most candidates are able to extract the correct information from this type of text, showing an ability to differentiate between positive and negative comments or to distinguish between one person and another. The most common error was to assign *Federball* wrongly to Rupinder.

Section A - Part Two

Question 4

There were some excellent answers to this short task. Weaker candidates tended to lift material from the text, sometimes not even adapting it. More able candidates wrote a coherent account of their television interests, usually recounting the amount watched, favourite programmes and sometimes the positive and negative effects of television on young people.

Section B - Part One

Question 5 - Taschengeld

At this stage in the paper, a more careful reading of the text is required. This question differentiated well between those who were able to pick out the fine detail and those who looked only at isolated words rather than reading for gist. Statements (b) and (c) were usually identified as correct, but the other three correct statements caused problems from some candidates.

Section B - Part Two

Question 5 - Junge Türken in Berlin

This demanding question which stretches candidates at the top of the ability range needs careful preparation. To gain full marks candidates need to answer each question in their own words. The individual questions are designed to guide towards this, but sometimes careful thought is needed after they have identified the correct section of text.

(a) Occasionally it was assumed that Kerem was tee-total because it was Ramadan rather than because of his religion.

(b) In this question, the answer *die Schultage ohne Essen* was accepted as a legitimate answer, although the failure to alter the text affected the mark for quality of language.

(c) However, *ein großes Familienfest* was not accepted as a suitable answer to this question. The use of *vielleicht* in the question indicated that an example of an activity in the celebration is required. A good answer would have been: *Sie bereiten eine große Mahlzeit vor.*

(d) Many realised that the reason was the number of Muslim girls in the school and were able to convey this well.

(e) The country was well known, although not all were able to write *aus der Türkei.*

(f) This was well answered.

(g) This required a more complex answer than the previous question. The best answer would have been something along the lines of: *Weil er zu Hause nur Türkisch spricht.*

(h) It was important to note that the question included the phrase *zu Hause.* Thus, any reference to *Theater* was not accepted. Candidates needed to include a verb in both sub-sections to gain marks.

(i) Although *SchauspielerIn* was not always known, many managed to gain a point by mentioning something about *Arbeit im Theater.*

Section C - Writing

All three questions were attempted. Candidates should realise that the stimulus is a springboard from which their answer starts. They must also realise that for top marks the mark scheme required a range of structures, vocabulary, tenses and opinion. All too often even better candidates resort to lists and repetition and fail to display a wide enough range of structures. Nevertheless there were some imaginative answers.

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