

Examiners' Report/
Principal Examiner Feedback

Summer 2015

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

Paper 2: Reading and Writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2015

Publications Code UG041654

All the material in this publication is copyright

© Pearson Education Ltd 2015

International GCSE/ Edexcel Certificate German
Paper 2 Reading and Writing
Examiners' Report

General Comments

Examiners were pleased to note that the vast majority of candidates coped well with the demands of both the Reading and the Writing tasks. Candidates had been well prepared by centres and were clearly familiar with all question types.

Question 1 Schule

This question provided a gentle entry into the paper for most candidates and the outcome was very positive for the majority, with school subjects being a topic which is generally well known. Where candidates encountered difficulties it was with *Erdkunde* and *Naturwissenschaften*.

Question 2 Hobbys

Most candidates were able to score 3 marks and above on this question. The lexical item least well known was *Klavierstunden*, although *Segelklub* also presented a difficulty for some. Perhaps not surprisingly, *Fußballspiel* was known by all candidates.

Question 3 Mein Zuhause

(a) Sie lesen diese E-Mail von Philipp

This question is targeted at candidates in the C/D bands. Where these candidates lost marks it was on B *Es gibt Probleme mit dem Verkehr in der Straße* which candidates were unable to link with *Autos*. D *Phillipps Eltern arbeiten zu Hause* was also not recognised as correct by some candidates; presumably because they were not familiar with *Büro*. Nonetheless, most candidates were able to score 3 marks and above on this question.

(b) Warum wohnen Sie gern in Ihrem Haus/ Ihrer Wohnung?

Candidates are expected to write approximately 50 words in German on the topic given and Examiners were pleased to note that candidates seemed well prepared for this task type and were able to give a lot of relevant information. This question offered candidates of all levels a chance to score marks. All candidates understood the question and were able to provide a relevant response at some level. Even weaker students had the appropriate vocabulary and were able to describe their home and rooms.

The stimuli for Q3b (positive *Aspekte*, *Gegend* 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. These ideas were often used in connection with some pieces from the 3(a) text. This was done almost always successfully as candidates did not simply 'lift' whole sentences, instead they incorporated single lexical items such as *Autos* and used that

as a key idea in their own sentences. The word *Einfamilienhaus* was also used widely – weaker candidates occasionally did not adapt the plural form of the text to their piece. *Nachbarn* and *nerven* were used, as well as *Poster an Wänden* and *chaotisch* from statement G, but these were mostly manipulated and successfully incorporated into candidates' own writing.

Although a response to this question does not need to use a time frame other than the present tense, many candidates tried to include at least one past tense -usually the perfect tense - and quite a few incorporated a future tense.

Stronger candidates were able to use complex structures such as subordinates with *da*, *wenn*, relative clauses, adverbs and adverbial phrases such as *alles in allem*.

Centres are asked to impress upon candidates that their response should be relevant to the task set. Occasionally answers included full details of the various family members, for example, and this had an impact on the marks awarded for Communication and Content. Responses must be fully relevant in order to score 5 for Communication and Content.

Question 4 Die Bahn

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. v) caused the most difficulty with candidates either overlooking the *ohne* at the start of the sentence or being unfamiliar with *weniger/mehr*.

Question 5 Kindheit

Candidates may give short answers, as comprehension only is tested and candidates' language is not assessed in this question, 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.

Centres are advised to ensure candidates are secure in their knowledge of the personal pronouns and possessives as incorrect use means that the answer has not communicated clearly and there is ambiguity. For example, candidates often lifted 'meine' and 'uns' without transferring them to the third person.

- a) Almost all responses managed to achieve one mark here for *Nachteil*, as the majority lifted *die Umgebung nicht so schön war*. Only very strong candidates changed the word order or tried to rephrase *die Gegend war nicht so hübsch*. The other disadvantage, that the visit was *nur einmal im Monat*, was offered by relatively few candidates. Identifying an advantage proved slightly more challenging, although again a significant number of candidates gained that mark as well. The main reason candidates did not gain the mark was an incorrect

possessive such as *meine Oma* or *seine Oma*. A very small number of candidates lost both marks by confusing *Vorteil* with *Nachteil* and therefore swapping the correct answers. Very rarely did candidates mention the other correct option *es gab Eis*.

- b) Incorrect answers offered were: *ins Freibad gehen, zusammen einkaufen, Eis essen*. Correct answers usually gave *kochen* or *Eintopf machen*. Only strong candidates offered *Sie haben zusammen gekocht*.
- c) As the mark scheme required either *Sie hatten Saisonkarten* or the correct possessive adjective in front of *Eltern* together with the concept that the season tickets were for the girls, this proved to be difficult. Many candidates lifted *unsere Eltern für uns Saisonkarten gekauft hatten* or offered *die Eltern hatten Saisonkarten*. Other incorrect answers included *weil das Wetter schön war*.
- d) Many incorrect responses stated *sie kam erschöpft nach Hause*. Quiet a number mentioned *Kiosk/Süßigkeiten* but without *essen*, which the mark scheme required. The majority of correct responses had *am Kiosk Süßigkeiten kaufen* or *Süßigkeiten (vom Kiosk) essen*. Only a few mentioned *schlafen* or even *sich ausruhen*.
- e) This proved to be difficult for candidates as the concept of both girls going to different schools or not seeing each other as often as previously was not easy to express due to the fact that the phrases from the text had to be manipulated and the correct pronouns had to be used. Incorrect answers included *sie ging(en) zur Schule, sie hatte(n) neue Freunde* or *verschieden Schulen gehen*.
- f) This also represented a challenge for all but the most able candidates. Candidates sometimes struggled to convey the concept of “she sees her son growing up”. Again, the pronouns/possessive adjectives were not always correct. Incorrect responses also just lifted *Da denkt man ganz automatisch an die eigene Kindheit zurück* or *sie hatte eine glückliche Kindheit*.
- g) There were many correct responses here for at least 1 mark, but many gained both marks. The phrase *sich keine Gedanken um die Zukunft machen* was difficult to use but many attempted it and were often successful. *Keine Geldsorgen* and *unkompliziertes Leben* were also offered by most candidates in the D band and above.
- h) Surprisingly, quite a number of candidates offered *viel Stress* or *viel Stress erleben* to the very accessible question, *Was wollen viele Erwachsene?* There were many correct answers *wieder ein Kind (zu) sein*. Unfortunately a number prefaced this statement with *(sie haben) Stress und...* and therefore were not awarded the mark. Examiners mark the first response/first idea offered by the candidate.

A significant number of candidates took Gabi to be male although there were two *ihre* in the rubric b) and f) referring to Gabi. This meant that a

number mentioned *seine Oma* and *er*. Where this occurs Examiners penalise for the first incorrect pronoun/possessive, but not thereafter.

Question 6

By far the most popular choice was 6b) where candidates were given an opportunity to write about holidays.

In general, most candidates found the questions accessible and had something to say about the various topics, although answers were not always fully relevant. Most successful answers were structured and covered bullet points in the same order as the rubric – good responses often linked paragraphs and ideas – this worked well for all questions.

As always, there were a number of native speakers who were able to narrate their holiday experiences, describe their dream jobs or experiences with sports and express their opinions well. They were obviously comfortable with the language and the vocabulary of the topics. However, there were also some excellent responses from candidates who did not appear to be native speakers and which were awarded full marks.

Many responses included language well beyond simple structures, such as very proficient use of modal verbs in the imperfect, some subordinate clauses and a range of tenses including the conditional. Subordinate clauses were usually introduced by *weil, da, obwohl, als, wenn, so dass* and sometimes the subjunctive with *wenn* was used by the most able candidates.

Weaker candidates had problems with correct verb formation/ subject-verb agreement, offering *ich haben, er gehe/gehst* and what they wrote was frequently not relevant to the task set, i.e. they did not address the bullet points.

Even strong candidates sometimes still lack the ability to express preference offering, *Ich nicht gern Fußball/Ich lieber mit Freunden in Urlaub* and the phrase *es macht Spaß* often proved difficult: *es ist/war viel Spaß, ich habe/wir haben viel Spaß gemacht*. The verb *bekommen* was sometimes used as become by weaker candidates, *man kann gesund bekommen mit Sport*. The phrases for expressing opinions were also not always correctly used, *in meiner Meinung nach*. Spelling mistakes included *ich leibe* and *wiel* instead of *weil*.

- a) This question tended to be tackled by the most able candidates. It was well executed in the majority of cases, with candidates dealing competently with all four bullet points. Less able candidates misunderstood the first two bullet points and wrote about their current job, not what they aspired to do. The majority of candidates were able to give reasons for the importance of a good job.

A fairly large number of candidates referred to *Tierarzt* as their *Traumjob*, (the spelling of *Arzt/Ärztin* was not always secure) and

very good responses developed reasons for their particular choice. A number dreamt about becoming a dancer, football star or Formula 1 driver and were usually able to explain why they had liked these as a child and then had changed their minds. The third point was generally well handled with descriptions of parents' jobs and their feelings about their jobs. The importance of a good job/occupation in the fourth point was mostly about money and why it is important, but the very strongest candidates were able to express notions of *Befriedigung im Beruf/Lebensqualität/Glücklichsein*.

Where less able candidates chose this question, the answers were usually more pedestrian in development and language.

- b) This was by far the most popular choice; all candidates understood the question and were able to address all four points in some way, normally in the order they were given in rubric. There were not many responses with irrelevance but quite a number of pedestrian responses with a list of activities which were sometimes only tenuously linked to a holiday – *wir sind ins Kino gegangen* or *wir haben Pizza gegessen und Cola getrunken*.

The third point was not always very successfully addressed. Weaker responses also addressed the fourth point with a short sentence, *Nächstes Jahr gehe ich mit meinen Freunden/meiner Familie nach Spanien* without much more development.

Points one and two were often addressed together. The first two points were often more expansively addressed with descriptions of (usually) summer holidays (sun, sea, swimming, good food, pleasant hotels) using familiar and appropriate vocabulary. There were also the occasional skiing holidays or visits to India, Austria, Germany or America (to visit family). Weaker candidates explained the *toller Urlaub* with *heiss und sonnig* or *viel Spaß* whereas stronger candidates were able to develop the ideas of spending time with family, enjoying specific activities or learning about different cultures.

The third point was often addressed without an introduction e.g. *Ich habe viel gutes Essen gegessen. Statt mit dem Auto sollte man zu Fuß ...* The suggested actions included recycling of glass/paper, switching off lights, not using laptop/mobile, showering instead of bathing, not flying and using public transport.

For the fourth point students often choose to go with their family, mainly because their parents would pay for the holiday, treats etc. although many mentioned that a holiday with friends would be more fun as parents are often *langweilig* or *streng*.

- c) There were a number of weak responses to this question: candidates felt maybe that this was the 'easiest' option in terms of vocabulary and grammar. These candidates often wrote a list of activities/sports, which they like or participate in without using any tenses other than the present and without any reference to the bullet points.

The second point was sometimes dealt with without any explanation or development: *Ich spiele Tennis, weil es wichtig ist* or *Ich finde Sport wichtig*. Better responses explained why sport is beneficial (you keep fit/active, it is good for your health or long term health benefits, it counteracts stress, you can make new friends and be social, it can prevent weight gain), often with very appropriate vocabulary. In a number of responses these explanations were expressed negatively, *wenn man keinen Sport macht, wird man dick, krank* etc. This was then sometimes followed by irrelevant excursions into healthy eating. Weaker candidates who addressed this point often used very basic/pedestrian language, *weil es gut ist/ist Spaß/ist interessant*.

The main reasons given for bullet point three were too much technology i.e. computer games, mobiles, TV or *nicht genug Möglichkeiten, Sport kann teuer sein, zu viele Hausaufgaben* or just *Jugendliche sind faul*. Both points three and four were often addressed with just one short sentence.

The fourth point was often misunderstood or the question had not been read carefully (Wie Sport in der Schule besser sein könnte), so the responses were *Sport in der Schule ist am besten/besser* or *Sport ist mein Lieblingsfach in der Schule*. Candidates who wrote successfully about this point suggested, *man sollte mehr Angebote/Sportarten haben* – sometimes with examples - *bessere Lehrer, bessere Turnhallen, mehr Geld für Sport, mehr Stunden pro Woche*.

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>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE