Examiners' Report
Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE In German (4GN0) Paper 02

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4GN02 International GCSE/KGN02 Pearson Edexcel Certificate German Paper 2: Reading and Writing

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In general candidates had again been well prepared by centres and they were able to meet the requirements of both the Reading and Writing tasks.

Question 1 (Weather)

This topic area proved to be a good entry level question to the paper with the vast majority of candidates achieving four or five marks. A few candidates were confused by the visuals and offered F as the response for iii) '*Heute schneit es in ganz Deutschland.*'

Question 2 (In Town)

Question 2 was more accessible in previous years and it was evident that centres prepare candidates well with regard to the vocabulary relating to town. '*Schloss*' and '*Turm*' were the items least well known, but this only applied to a minority of candidates.

Question 3 (Health)

(a)   (Write the correct letter in the box)

This question is targeted at candidates in the C/D grade bands. Candidates below that level were able to answer (v) correctly and sometimes (i). Perhaps surprisingly (ii) caused problems for C/D borderline candidates. It was felt that this question discriminated especially well this year.

(b)   (How healthy are you in your opinion?)

Candidates are expected to write approximately 50 words in German on the topic given.   As in previous years, **t**his question offered nearly all candidates a chance to score high marks. All candidates understood the question and were able to provide some relevant response. The topic was one on which candidates – even the weakest - were able to find plenty to write.

The topic healthy living with the four different headings was easily accessible to all candidates and it made it almost impossible to write outside the parameters for the content. Very few candidates used the material from 3a as a template and most students were able to manipulate the language of their choice to convey their ideas rather than having to rely on the example. The linguistic ability varied considerably, from the native speaker to those who had problems writing simple sentences with a subject, a verb and an object in German. Some wrote entirely in the present tense with verb endings being somewhat random, others managed to include various tenses together with subordinate and infinitive clauses.

Q4 (Holidays)

This question targets higher grades (C and B). The topic area is certainly one with which candidates are familiar and there were many correct responses with candidates achieving all five marks. Weaker candidates were able to accurately identify B and H as being correct.

Q5 (Blogging)

This question targets the A/B grades.

It is acceptable for candidates to give short answers, as comprehension only is tested and candidates' language is not assessed provided it communicates without ambiguity. 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.

This question proved to be a challenge for candidates, allowing the most able to score highly and the less able to score a few marks. Few candidates scored full marks due, perhaps, to a tendency not to read and understand complete sentences, but to latch on too quickly to a familiar phrase. Candidates sometimes missed the opportunity to simply lift sentences from the text to provide good answers. Some weaker candidates seemed just to lift sentences from the text in the order that they appeared in the hope that they would provide appropriate answers. Disappointingly, a number of weak candidates scored no marks at all.

a) Less than 50% of candidates scored a mark here. They often used a non-targeted lift which was not rewarded. Other candidates wrote '*um Fotos zu machen'* but did not include *'für ihren Blog'*. Some weaker candidates perhaps did not understand '*Warum?'* in the question and simply lifted the '*Auf der Berliner Modewoche*' sentence or part of it.

b) About 50% of candidates who answered this section correctly. Most of those who were unsuccessful cited a non-targeted lift and did therefore not answer the question. The easily understandable '*praktische Kleidung*' featured in the vast majority of answers.

c) Very few candidates answered this question correctly. Although '*Fotos*' were mentioned in many answers candidates were unable to identify correctly that the author needed to be in almost all of the photos. Selective lifting from the second paragraph was insufficient to enable weaker candidates to gain the mark. Failure to understand words like '*kaum'* and '*abgebildet*' caused further problems.

d) There were two marks available here and quite a number of candidates were able to achieve at least one mark. However, a lot of students wrote about the negative aspects of blogging in this question (rather than or as well as in Question 5e). By this time weaker candidates were getting a bit lost in the text, but most candidates recognized '*gut verdienen'* and '*Liebe*

für Kleidung', although a number clearly did not understand '*trotz*' and included it in their answer.

e) This was one of the most accessible questions and a fair number of candidates were able to identify that blogging was a lot of work or that more and more people placed demands on Jennifer. Several reasonably familiar phrases could be lifted to answer this question and most candidates were successful.

f) Not many candidates were able to answer this question correctly. There was again a lot of non-targeted lifting which did not answer the question. This proved challenging, with many candidates falling into the trap of lifting the whole "I*ch fotografiere Menschen*" sentence. '*Bedeutun*g' was perhaps not widely enough understood.

g) This question was more accessible, and a good number of candidates scored a mark. Those who did not, often got muddled up by not inserting '*nicht*' or similar which meant that their answers did not make sense. A lot of candidates failed to read and understand the whole '*Wichtig beim Bloggen*' sentence and perhaps did not know '*regelmäßig*' so they failed to insert '*nicht*' into '*regelmäßig schreibt'.*

h) There were again two marks available here. In this case a targeted lift worked, and candidates could gain two marks if they successfully identified this section of the text. A majority of candidates was able to do that. Sometimes, candidates included here rather than in 5g) that bloggers had to write regularly. Some candidates did not mention both Saturday and Sunday and therefore failed to score both available marks.

Question 6

There were very few candidates who were not able to address at least one of the bullet points in their chosen essay. The majority of lower ability candidates were able to confidently write answers for essay b) whilst the more able attempted one of all three topics and were able to employ, in some cases, diverse and complex language. Even native speakers and high ability students at times failed to address all four points, by getting "carried away" with their own train of thought. Adequate examination preparation was evident as students were able to employ a good variety of lexis and structures and there appeared to be a greater variety of past tenses and notably more perfect tense examples than last year. The examination questions appeared to truly test the students' understanding as was evident when a very small minority appeared to be writing from a pre- learned script and therefore scored low on Communication and Content

6a) This question was frequently answered by native speakers and higher ability students who often responded creatively, bringing in themes such as family relationships and the environment to enhance their answers. Some students failed to gain points on the second bullet point because they failed to write about what they did when they were younger and talked about what they had done in the recent past instead. Most candidates recognised that they were addressing Christina in their answers.

6b) This was by far the most popular choice of essay question which covered the whole ability range. Generally, all bullet points were addressed correctly with a small amount of candidates misunderstanding the final bullet point and writing about why people in general prefer to shop at weekends. There were inventive shopping stories and the less able candidates, were able to gain some good points for including lists of correctly paired adjectives and nouns. Some candidates misunderstood *Mal* as a shopping mall

6c) This was the essay choice which appeared to allow students the most licence to fully explore their lexical ability and creative imagination, with many students describing quite inventive flight and holiday stories. This brought forth conditional sentences, relative clauses and complex vocabulary and in general, this question was chosen by high ability candidates.

Many responses included subordinate clauses, adverbial phrases with inversion, future tenses and modals. Sometimes umlauts were missing on modals which meant that the conditional was not correctly conveyed. The perfect tense was more prevalent this year with fewer examples of incorrect employment of '*haben*' and '*sein*'. Agreement, or indeed, the employment of adjectives following articles was often weak. A strength was the noticeable variety of vocabulary in many responses.

General

Centres are thanked for the thorough preparation they undertook with candidates in order to enable them to achieve the best possible outcome.

Grade Boundaries

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