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# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE  
In German (6GN02) Paper 01

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Publications Code 6GN02\_01\_1706\_ER

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The students have coped well this year with the demand of this paper and the standard this year was higher than the years before due to the fact that mainly A2 students were re-sitting it and many were well prepared for it.

Q1 in the listening section carries a mark of 4 and is a multiple-choice task. A mark of 3 or 4 was most common.

Q2 requires students to select the four correct statements in German from a list of eight. Thus, there are four marks available for this question. Most students managed to score at least 3 out of 4 marks with H being the point most often missed out.

Q3 is a summary with gap fill in German and is worth 4 marks. Students are provided with a pool of answers from which they select the correct word to complete the sentences of the summary. Students coped very well with this task this year with many gaining at least 3 marks with Q3(b) proving the hardest.

Q4 carries eight marks and requires students to produce verbal responses in German to questions set in German. It is the last in the listening section. Quality of Language is not assessed here, but students must communicate their answers unequivocally. This question discriminated well this year and a wide range in performance was noted.

In Q4(a) most students were able to give a detailed answer conveying the concept that an electric car was an advantage for someone travelling a short distance. However, some students did not specify that it was a person and therefore could not be rewarded for this section. Some unsuccessful answers started with the preposition 'bei' which was a lift and therefore did not gain a mark.

Q4(b) was not answered as successfully as some answers were often rendered incorrectly when students misspelt 'Bussen' with just one s which means something entirely different. Some students added the word 'Zügen' to 'Nahverkehrsmittel' which also rendered the answer incorrect.

Q4(c) was generally handled well with most students scoring two marks. If marks were lost, it was often due to writing about being dependent on foreign oil.

Q4(d) caused more of a problem as students frequently left out that they were talking about electric cars and therefore lost two marks altogether. Some students had difficulties with 'Ladeinfrastruktur', either spelling it 'Ladeninfrastruktur' or 'Infrastruktur' on its own, neither of which deserved a mark.

Many students struggled with Q4(e) and many did not refer to the the future of the German car industry but to the future of 'electric cars' in general. Only a few students gave the correct answer. However Q4(f) was reasonably well handled by many students and they gained a mark here.

Q5 is the first task of the reading section and students have to choose the correct person for each statement. A score of five is common.

Q6 requires students to demonstrate their ability to transfer meaning accurately from German into English. The text is factual and students are not expected to infer meaning. There are five separate questions in English to which students respond in English. Full sentences are not required, but the rubric instructs students to convey all the relevant information – thus answers must include all details required to address the question fully and appropriately.

Overall, there was again a wide range in performances and it discriminated successfully. Students did slightly better than in previous years and the average scored a mark of 3.

Q6(a) was often answered well but a number of students did not include 'as quickly as possible' and therefore were unable to score a mark. Some students had problems translating 'klimaneutral' and talked about being environmentally friendly or wanting to make the island's climate neutral, which did not gain any marks.

For Q6(b) a majority of students gained one mark as they were able to communicate that either the recycling system or the public transport system had been improved. Some students failed to get a mark as they wrote that the public transport system had been newly established rather than being extended. Quite a few lost a mark by stating that the island had introduced a veggie day once a week, which was not the correct answer.

Many students scored one mark in Q6(c) as they were able to state that there were only vegetarian dishes served that day. However, quite a number of answers did not include 'only' and therefore lost out on a mark.

Q6(d) was the highest scoring question in this section with few incorrect answers. Students did understand the concept of every kilo of meat producing as much carbon dioxide as a car travelling 250 km.

And many students managed to answer Q6(e) correctly too. It was well-handled by the majority especially as a number of correct responses to 'sanften Tourismus' was accepted. There were a number of scripts which only stated 'tourists' without any further amplification which was obviously not enough to gain a mark.

Q7 requires students to respond in German to questions set in German and is the last of the reading section. 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. Overall student performed better than in the past with this task.

Q7(a) many students scored two marks here as they obviously understood the concept of using a paddle and not needing waves. There were a significant number of scripts which did not gain a mark due to the fact that

an entire passage from the text had been lifted and no manipulation had taken place.

Many students handled Q7(b) well. However, there were a few students, who quoted the start of the second paragraph which does not answer the question.

Many students scored a point for Q7(c). If students failed to gain a point it was often due to the omission of 'fast' in front of 'jeder Muskel'.

The majority of students performed well on Q7(d) as they were able to state that keeping one's balance was difficult for beginners. If students lost a mark it often occurred by not rendering 'halten' correctly, choosing a less precise verb instead.

Q7(e) was handled well again in general and students often only lost marks by either only giving one part of the answer or by lifting the passage untargeted from the text.

Q7(f) was probably the most difficult question. Students often stated that boards were too long to be transported but did not say that you could hire them 'vor Ort'.

For Q7(g) the majority of students gained a mark. Only the weakest students were unable to convey that you find lots of lakes in Southern Germany. A few students changed 'Gewässer' to 'Wasser' which did not make sense in this context.

Q7(h) was not too difficult for most students and many were able to answer the question, namely what the 'Stehpaddler' can do at the two lakes. If students lost the mark, it was often because of their inability to use a verb relating to taking part in events rather than just stating that there were lots of different events.

The writing task in Q8 was about the topic 'online shopping' this year and on the whole students handled the topic well. It was easily accessible to the age group and as the students were generally of A2 standard they were able to cope with the linguistic demands well. They tried to address all points in a sequential order and generally did this well. Some students wrote a little introduction but this was not excessive or meant that the essay became too long. Students usually gave a detailed account into how they were shopping online although some wrote more about their opinion rather than their experience of it. At times bullet point 1 and 2 were combined into one as students cited positive uses of the internet for themselves and shoppers in general. Common advantages mentioned were the convenience it offers for handicapped and old people, saving time for families, better prices and more choice.

Although many students wrote very detailed accounts of the negative effects of shopping online, e.g spending too much money, not being able to try on clothes, unreliability of delivery or losing money through online fraud, some only used the disadvantage mentioned in the stimulus and focus on

online fraud only. A small number of students did not proceed to the fourth bullet point forgetting to mention how one could avoid becoming a victim of online fraud. At times, they ran out of words and the answer was too long so that the last bullet point could not be taken into account when judging the content of the essay. However overall, the majority of students were able to score more than 10 marks for the content.

The Quality of Language was judged mainly 'good' this series meaning most students succeeded in writing essays which scored in the 'good communication' band. The language was quite fluent and a variety of structures and vocabulary were produced successfully. A higher than usual number of answers managed to fulfil the criteria for the descriptors of 'very good communication'. Grammatical structures (subordinate clauses, better use of the passive, infinitive clauses, modal verbs etc) were included highly accurately. As the topic of modern media is well covered in the run up to the AS examination, students were familiar with the requisite lexical items and additionally making good use of the vocabulary provided in the stimulus. However a few problems with the construction of the correct verb endings or the formation of different tenses as well as syntax occurred in some essays.

