Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International Advanced Subsidiary Level In German (WGN02) Unit 2 Understanding and Written Response

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General comments

The cohort for Paper 2, Understanding and Written Response was small and varied this session.   The majority of candidates fell at the extremes of the ability range rather than in the middle.

The multiple choice, the gap fill and the grammar questions were generally well done.

Questions 4, 6 and 7 require short answers in German. Candidates should answer these as far as possible in their own words. However, far too many candidates copied large chunks of the stimulus text. This does not allow the examiner to judge whether candidates have understood the text. It allows them to judge only that the candidate can tell which paragraph contains the answer, and this means that candidates who copy in this manner cannot be credited for knowing the answers to the questions.

As in June last year, candidates need to be aware that questions 4, 6 and 7 will contain questions which require higher level cognitive skills, such as judgement or inference. For example, if the question contains 'wohl' it is asking for an inference, and cannot be answered directly using information from the text. Candidates need to work from the information in the text to a probable or likely answer. As another example, if a question asks candidates to judge how well someone has done something, then candidates will need to form their own judgement based on evidence from the text; that is, they will need to go beyond what is in the text.

Question 9 requires an essay in German in response to a stimulus. Candidates generally performed well in this question.

Question 1
This question is a multiple choice question with four parts based on a short listening text. It was accessible to almost all candidates, although part c) provided a little more challenge.

Question 2
This question is a multiple choice question with four parts based on a short listening text. Parts a) and b) were accessible, part d) was a little more demanding, and part c) was challenging, accessible only to the strongest candidates.

Question 3
This question is a gap fill exercise based on a short listening text. It discriminated well. Candidates found parts a) and b) most challenging. Some tended to put *Individualität* instead of *Gemeinschaft* for part a) and *erweitern* instead of *einschränken* for part b). These make sense in themselves, but do not correspond to the meaning of the text. This reinforces the need for candidates to listen to the text carefully. Parts c) and d) were accessible to most candidates.

Question 4
This question discriminated effectively, with most candidates able to gain some marks, and a few candidates gaining most, or all, of the marks. Parts a) and b) were most accessible, and parts e) and f) most demanding.

Candidates are transcribing too much into their answers. They need to select the most appropriate information and they need to manipulate it, in order to demonstrate understanding.

Candidates need to be aware of higher level cognitive questions requiring inference, judgement or summary in this question especially. Even candidates with otherwise high levels of German were simply transcribing information from the listening text, especially in parts e) and f), rather than responding to the text.

Part e) was asking why Lydia's father *probably* wanted her to do something safe. Writing that he was poor in itself does not answer the question; we need also the interpretation that he would like Lydia to be more financially secure than him for example to fully answer the question. A number of candidates also wrote that he wanted Lydia to study. This is true information from the passage, but it is irrelevant to the question.

Part f) was asking for a judgement about how well prepared Lydia was for the future. A significant proportion of candidates wrote down what she was going to do in the future, but did not use that information to come to a judgement. They needed to say why they thought she was well or poorly prepared. Most candidates who answered this part of the question effectively thought she was well prepared because she had done some research and had a back up plan in case the first one didn't work out. A very small minority thought she was poorly prepared because she was ignoring the forces of globalisation, going into a dying industry, and planning to move to another part of the country because she *thought* they would be prepared to invest in hand made goods. Either approach was accepted, so long as a judgement was backed up by an interpretation of the evidence from the text.

Question 5
Parts a) and d) were accessible to almost all, b) and c) presented some challenge, and part e) was the most demanding of these multiple choice questions.

Question 6
In this question, candidates have to write short answers in German in response to a short text. Most candidates were able to gain three or four marks in this question.

Parts c) and d) proved more challenging than a) and b). In part c), a significant proportion of candidates transcribed either: 'gar nicht dem Musikgeschmack der Eltern entsprach,' or '(während) viele Eltern sich für deutche Schlager begeisterten…' Neither of these lifted parts of the

text answers the question, 'What did parents think of the new music?' Acceptable answers included, ‚Sie mochten sie nicht,' or ‚sie haben die neue Musik nicht verstanden' or even, ‚nicht viel.'

In part d), candidates generally did not capture the change in the meaning of wearing a leather jacket and jeans. A significant proportion of candidates transcribed the information from the passage that leather jacket and jeans are in fashion again. However, this information does not answer the question. Candidates needed to contrast the former associations with youth culture and social critique with today's concern with appearance only.

Question 7
Again, candidates needed to write short answers in response to a stimulus text. Generally, candidates did well on this question, but it remained a problem that candidates tended to copy whole paragraphs into their answer boxes, even when a couple of words would do.

Question 8
This grammar exercise was well done on the whole, although there was a clear division between candidates who could do it and candidates who struggled. Parts d), e), f) and h) were most accessible, whilst parts b), c), g) and j) were most demanding.

Question 9
There were many very strong responses to this question, from candidates with a high level of language skill who organised coherent responses which addressed all four bullet points and communicated ideas logically. However, a significant proportion of candidates did not address all four bullet points, which affected the marks they were able to attain. Candidates had clearly thought about and prepared to write about new technologies, which led to some thoughtful and thorough responses. Unfortunately, for some candidates, it led to the use of prepared material which had little relevance to the bullet points. Candidates must address the bullet points given, as well as the general topic.

Some candidates wrote in clear German, but struggled to sequence their ideas logically, or whose work was disorganised, although there were candidates who struggled more with written German, but who clearly communicated a logical sequence of ideas.

A significant proportion of the candidates wrote in clear and accurate German. There were a number who wrote in a rather too spoken register: candidates should be careful to write appropriately and to respect the differences between spoken and written language.

At the lower end of the range, there were a number of candidates whose German had not significantly improved from Int GCSE level, and who struggled to communicate ideas. Many of these candidates struggled with basic structures, word order, subject-verb agreements, tenses and genders.