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Examiners' Report

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## Paper 1F - Listening and Responding

Centres had entered the vast majority of candidates at the right level. The Foundation paper was tackled quite well by most candidates and differentiated well between candidates of varying abilities. There was evidence that they had been well prepared. The paper catered for a wide range of ability and weaker candidates managed some of most sections. These candidates were able to identify key words and messages from topics with which they were familiar. At the higher end of the scale candidates were able to demonstrate more advanced listening skills such as identifying opinions.

It is important that candidates should be properly prepared to listen for more than key words. They need to develop the skill of listening for the gist and to understand sentence structure to help them improve their listening skills. It is also important that candidates be properly rehearsed in the best way to use the five-minute preparation time before the playing of the tape. This year's paper differentiated well, eliciting performances on a par with past years.

### Questions 1-5 (Wetter)

Candidates were able to cope well with this common topic, many scoring full marks. Many weaker candidates gained a large proportion of their total mark on this question.

### Questions 6-10 (Einkaufen)

Most candidates coped with this question, although it was not done as well as the previous one. Surprisingly some candidates did not know *Handy* or *Ohrringe*.

### Questions 11-15 (Im Haushalt)

Most candidates scored more than half marks on this question. Least known vocabulary items were *putzen* and *bügeln*.

### Question 16 (Schokoladenmuseum)

This crossover question often caused problems at this level, the majority of candidates failing to score more than 2 marks. Note-taking is a useful skill which needs practice even at Foundation Level. Numbers always discriminate well between candidates and *5,50 Euro* frequently appeared as *5,15*, *55* or even *550*. Many candidates were able to identify *frei* although examiners were unable to credit the English *free*. Some realised that the preceding word could be of significance but were unable to interpret it successfully. Versions such as *Trit frei* were relatively common. At this level, days of the week proved a weakness, many candidates proving unable to render *Sonntag* accurately. Many variants were accepted but not the relatively common *Sonnerstag*. As usual the time proved a demanding concept. Many candidates could not cope with *19.00 Uhr*, rendering it as *9.00 Uhr* or on occasions *9.10 Uhr*. Better candidates recognised *Markt* as the correct answer for the final part but a large number thought they heard *macht*, *acht* or even *Nacht*. It is important to make sure that answers make sense in the context.

### Question 17 (Nebenjobs)

This crossover question proved relatively accessible to many better Foundation tier candidates. At C Grade candidates must be able to extract details and points of view from language spoken at normal speed. The last two sections were better done than the rest; candidates were able to equate *drei Stunden* with *von 14.00 bis 17.00* and *bekommt viel Geld* with *ich verdiene sehr gut*. Fewer candidates were able to see the link between *arbeitet mit Pferden* and *bei der Reitschule*.

### Question 18 (Mode)

Performance on this question was much more mixed, many candidates relying on gut instinct rather than linguistic knowledge. *Schminke* was rather better known this time as it also occurred on last year's paper. *Sonderangebot* was rarely known despite featuring in the minimum core vocabulary. Centres are reminded that any word in this list may feature in future examinations and therefore candidates need to be familiar with the full range. Only a minority of candidates were able to recognise the link between *Zeitschriften* and *Magazine*. Many more were in tune with the current vogue for piercing and were able to relate to Sonja's ring through her lip.

### Question 19 (Weihnachten)

This question proved a good discriminator at crossover level. Candidates need practice at finding simple synonyms eg *Oma/Großmutter* and also at identifying generic terms for the specifics on the paper eg *Kleidung* for *Jeansjacke*. All sections of the question proved equally demanding although many of the links were relatively straightforward (*ein teures Geschenk - sie hat so viel Geld gekostet*, *Kopfschmerzen - krank*).

### Questions 20-24 (Schultag)

As this question was targeted at Grades F/G it proved very accessible for most candidates with no frequently reported errors.

### Question 25 (Television)

As usual this type of question proved taxing for many candidates. A lot of marks were lost through a lack of precision rather than basic misunderstanding. It is important that candidates should be prepared to listen for more than key words. The majority of candidates who scored any marks on this question were able to recognise *zwei Stunden* and *donnerstags*. However the 24 hour clock caused great difficulties for all but the very best Foundation tier candidates. A mere handful of candidates knew *spannend* despite its presence in the minimum core vocabulary. Centres are reminded that any word in this list may feature in future examinations and therefore candidates need to be familiar with the full range.

### Question 26 (Penfriends)

*März* and *müde* were known by most of the better candidates. However correct answers to the remaining parts of the question were much rarer. Many candidates lost marks because their English answers were not precise enough.

## Paper 1H - Listening and Responding

This paper enabled most candidates to demonstrate their skill whilst at the same time discriminating effectively between candidates of differing abilities. The best candidates displayed a high level of comprehension and listening skills, together with an ability to express themselves accurately. Although the majority of candidates had been correctly entered for this paper there were some who would have scored more highly overall if they had taken the Foundation tier paper. Correctly entered candidates proved able to listen for the gist, to recognise opinions, and in the case of the very strongest candidates, to give precise answers to the questions in the demanding final section. The most able candidates showed an ability to select what was required from longer and more complex items.

At this level candidates must be given the opportunity for adequate practice in developing more global listening techniques. Some weaker candidates were unable to go beyond listening for key words. This paper requires from candidates an ability to show understanding in a variety of topic areas. The strongest candidates were able to recognise attitudes, opinions and emotions drawn from a variety of sources and referring to past, present and future events. As might be expected, crossover questions were tackled more confidently at this level.

This year there seemed to be an even greater number of illegible answers than usual. This, compounded with a poor standard of German spelling, made it difficult on occasions to assess answers written in German. Even answers in English were sometimes almost impossible to decipher. On the positive side, there seemed to be fewer candidates responding in the wrong language.

### Question 1 (Schokoladenmuseum)

This crossover question was generally answered well at the higher level although numbers of candidates still had difficulty with the final part. *Markt* was frequently rendered as *macht, nacht, amacht*.

### Question 2 (Mode)

This was answered quite well at the higher level although many of the comments on Q18 at Foundation level still apply. *Schminke* was rather better known this time as it also occurred on last year's paper. *Sonderangebot* was rarely known despite featuring in the minimum core vocabulary. Centres are reminded that any word in this list may feature in future examinations and therefore candidates need to be familiar with the full range. Only a minority of candidates were able to recognise the link between *Zeitschriften* and *Magazine*. Many more were in tune with the current vogue for piercing and were able to relate to Sonja's ring through her lip.

### Question 3 (Neues Haus)

This question produced the full range of marks. The most correctly answered question was part b) *Stadtzentrum*. Where full marks were achieved the candidate was aware of what he/she was looking for and had often written adjective/noun/plural next to the answer boxes, possibly during the 5 minutes reading time. Many candidates were able to recognise *glücklich* as a synonym of *froh* although a significant number used *traurig*, choosing the correct part of speech but the wrong meaning. Very few candidates were able to provide *unten*, presumably failing to recognise *im Erdgeschoss*. Many were able to insert *Möbelstücke*, although some were influenced by *Kleiderschrank* and chose *Kleider*.

### Question 4 (Ralf Schumacher)

Many better candidates were able to score almost full marks on this question. Weaker candidates, who struggled to work out the correct year in the first part, also had difficulties with adverbs of frequency, particularly *selten* and *nie*. Only the most able were able to appreciate the significance of *könnte mitfahren, aber ...*, the majority equating it with *muss mitfahren*. Most candidates answered the final part of the question correctly.

### Question 5 (Laufen)

Stronger candidates made a fair attempt at this section, but weaker candidates achieved very little. Very few mixed up positive and negative responses. Almost all candidates could provide *Fitness* and/or *Gesundheit*. Few appreciated the importance of *mit* in *mit anderen trainieren*. Despite some imaginative spelling most candidates had understood and were able to provide *verletzt/verletzen/Verletzung*. *Bei schlechtem Wetter laufen* caused more problems; many failed to include some form of *schlecht* or indeed heard *Wetter* as *Bett*, with the resulting response *schlecht im Bett(!)* Hardly any candidates understood *andere Aktivitäten aufgeben* although some did get a mark for *wenig Zeit*. A number of candidates supplied answers to similar questions from past papers such as having to get up early, etc.

### Question 6 (Schule)

This question was answered quite well by most candidates. School is a topic taught in detail in course books and therefore familiar to all students. However it was very encouraging to see that this knowledge extended to a range of adjectives, not all of them the most obvious choices.

### Question 7 (Nebenjobs)

This crossover question was answered well at the higher level, particularly Parts d) and e). The most difficult part proved to be the first where even at the higher level quite a few candidates had difficulties equating *mit Pferden* with *bei der Reitschule*.

### Question 8 (Weihnachten)

This was answered much better at the higher level although there was still enough here to make even more able candidates think, for the reasons already given in the report on the Foundation Paper.



### Question 9 (Holidays)

The final two questions were, of course, the most demanding on the paper, being targeted at the A\* grade. The importance of including all necessary details in clear English cannot be overemphasised. Candidates should understand that a one word answer is rarely sufficient at this level. Many candidates lost marks because they included only some of the necessary information or could not phrase their answers sufficiently clearly.

This question differentiated very well at the highest level as it was only the very best candidates who scored more than minimal marks. Some assumed Koroni was a person and therefore answered the whole question incorrectly. Better candidates picked up the idea of no mass tourism, even if worded differently, but many thought that the fact that it was the same after 20 years explained why it was unchanged. There were many guesses on the lines of *because people liked it that way*. Some candidates realised that German tourists return to Koroni but many were much too vague in their answer. There were several good answers along the lines of *Germans have holiday homes there* but a number of candidates confused *besitzen* with *besuchen*. In Parts c) and d) some based their answers on their associations with Greece, frequently citing the hot weather and sunburn. A significant number were able to render *Wohnmobil* as *camper van* or *caravan*, but very few completed the answer by adding *into the village/town* and therefore failed to gain a mark. Very few candidates grasped the concept of a bus blocking the traffic. Most thought that the reason was that the roads were busy, but failed to indicate congestion or traffic jams.

### Question 10 (Bolero Restaurant)

Candidates fared slightly better on this question than on the previous one. Many candidates were able to cope with the idea of bringing a bit of Spain or genuine Spanish food to Germany. Those who failed to score often thought that he was opening a restaurant in Spain. A surprisingly large number of candidates misread the question *Why?* as *When?* And responded with *1999*. Lots of candidates successfully identified *best in the region* but many understood *erwähnt* as an event. *Blendend* had been used in a recent examination and was therefore much better this time. Many candidates were able to cite evidence of the business doing brilliantly, although some lost marks by not being precise enough. They needed to say that the restaurant was fully booked every evening.



## Papers 2F and 2H - Speaking

This year's role-plays were all comparable in terms of demand and difficulty with those of previous sessions.

The overall standard attained by candidates continues to be very commendable and reflects most positively on the commitment and hard work of colleagues in centres. Occasionally, examiners noted that there was a slight tendency for some candidates to rely a little too much on pre-learned material and not react flexibly enough to the questions and question sequences posed by Teacher Examiners. Centres should ensure that they cover a range of areas within the two conversation topics to enable students to respond spontaneously and authentically within the context of the discourse. On one or two occasions, the length of the two conversations were found to be very unequal. Teacher Examiners should ensure that they divide their time equally between the prepared and the unprepared conversations, and that the time allocation to the two levels is strictly adhered to. Failure to do this penalises the candidate.

It should be noted that the suggested questions in the Teacher Examiner Handbook are for guidance only and should not be worked through as a prescribed list. Teacher Examiners show consummate skill for the most part in integrating these questions into an authentic discourse but occasionally the conversation does not move beyond the suggested list of questions on each topic. This results in a disconnected interchange.

For the most part, candidates are entered for the appropriate level. Candidates entered for the Higher Tier should be conversant with the demands of the C Role Plays and be able to operate in a variety of tenses deploying an appropriate range of lexis and structure in the two conversations. In a few instances External Examiners commented that some candidates entered for Higher Tier functioned in the present tense only and rarely moved beyond short, simple sentence structures.

### Role Plays

#### A Role Plays

1. *Karotten* and *Kartoffeln* were by far the most popular choice here. The quantity requested was restricted in most cases to a number only, which is of course perfectly acceptable.
2. *Seife* was generally well known although *Toilettenpapier* appeared unknown in several cases. *Papier* was accepted for this element. Colours were well known.
3. This role-play was very well done.
4. The plural form *Nächte* was not always correct but the singular form communicated the appropriate message and was acceptable.
5. The items of clothing were very well known - eg *Gürtel*, *Hut*, *Mantel*, *Jacke* but the ubiquitous *Kasse* proved problematical in several cases.
6. Generally very well executed but *Käse* tended to be mispronounced in several cases. However the essential message was usually conveyed appropriately.

It is very encouraging to note that candidates are now distinguishing correctly between *möchte* and *möchte* and the correct version when requesting an item is now very much the norm.

## B Role Plays

A very encouraging performance by candidates with some very high marks attained. Teacher Examiners should ensure that they thoroughly familiarise themselves with the scenario of the role-plays before embarking on the examining process. A few instances were noted of the Teacher Examiner reading out the Candidate responses, which resulted in candidates being penalised.

1. Some candidates appeared not to have noted the concept of shopping in the rubric and mentioned a leisure centre or sports ground instead. Task 4 *Ist es weit?* - was a problem for some students.
2. *Speisekarte* is now widely known although the pronunciation was somewhat variable. It should be noted that '*Menu*' and '*Karte*' are not acceptable renderings for this concept.
3. Generally very well executed although some candidates rendered the first task as *Ich bin Hunger*. In Task 3, there is still a degree of confusion between the usage of *Uhr* and *Stunde*.
4. It is somewhat surprising to note that *Bushaltestelle* was not generally known. This is an item that occurs regularly in B role-plays. Similarly the concept of asking the way - *Wie komme ich zur/zum..?* - was also a little unsure in several cases.
5. Candidates dealt with this role-play well on the whole and used considerable ingenuity in some cases to convey the essential concepts. *Rückfahrkarte* was well known.

Role Plays 6,7,8 were invariably very well done.

## C Role Plays

Centres and candidates now appear very familiar with the format and rational of the C Role Plays and some excellent performances were recorded. For the most part candidates expand appropriately within the confines of the scenario. Candidates should ensure that they develop their responses fully, and not simply give a one-word answer or just a short phrase or sentence. For example, in C1 some candidates did not cover the concept of booking for the whole family and simply booked a room for themselves. In C8, the rubric stated that candidates should book a plane ticket to fly home immediately as their friend had suffered an accident and this concept was not always fully communicated.

Teacher Examiners are reminded that the unpredictable elements should not be rephrased. To do so is to disadvantage candidates.

Role-plays C2 and C8 require *persönliche Angaben/Informationen*. Some candidates restricted their responses purely to their personal appearance and did not utter responses within the context of the relevant role-plays.

The C role-plays require a degree of creativity and imagination on the part of candidates. This was particularly laudable in C8 where the demands of the scenario were invariably well met although a few candidates did not understand *erreichen*. An excellent response in C4 to *Wie kann ich das in Ordnung bringen?* - was: *Das Essen ist zu kalt und unheimlich gesund! Ich würde lieber in meiner Schulkantine essen! Dafür zahle ich gar nichts.*

## Conversations

At both tiers, the whole spectrum of performance was represented. The overall standard attained is very laudable. There were some outstanding conversations at Higher Tier. The most popular topics chosen for the prepared conversation were 'At Home and Abroad' and 'Education & Employment'. 'Media, Entertainment and Youth Culture' featured more commonly in the second, unprepared conversation.

It is important that Teacher Examiners give thought to question sequence. As mentioned above, it is not appropriate to ask candidates a series of unconnected questions. Each question should follow naturally from the previous response of the candidate, and care should be taken that candidates are given the opportunity to demonstrate their proficiency in a variety of tenses. Failure to do so will penalise candidates inasmuch as they cannot attain the higher mark ranges for this aspect of the oral.

Care should be taken that the time allocation stated in the prescriptions is not exceeded, and colleagues are advised to consult the Handbook in this regard. The quality of recordings is very good as are administrative matters in general.

Colleagues' attention is drawn to the INSET meetings, which Edexcel organises in various parts of the country during the academic year, and it is recommended that Teacher Examiners attend one of these if possible.

Edexcel would like to thank all colleagues in schools most sincerely for their hard work in ensuring that the oral examination ran very smoothly this year.



## Paper 3F - Reading and Responding

Once again, examiners were encouraged to note that many candidates fared well at both tiers and were able to progress purposefully through the papers. The vast majority of candidates had been well prepared for the paper and clearly appreciated the demands of the various question types. Copies of past papers are available and these are an invaluable resource in the examination preparation process.

On the whole, centres were not overcautious this year and entered their candidates appropriately at Foundation level. Consequently, examiners felt that they were assessing the performance of genuine Foundation level candidates. Unfortunately, a few candidates failed to attempt all questions and once again the importance of 'having a go' must be stressed. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage candidates to keep going to the end and that individual questions follow the sequence of the text and thus appear in chronological order.

### Question 1

This represented a gentle and familiar introduction to the paper for Foundation candidates and most did well here.

### Question 2

As anticipated, this was generally accessible to most candidates.

### Question 3

This was a crossover question targeting Grade D and worked well as a discriminator. More able candidates demonstrated the ability to pick out key words and phrases and were able to link the person to the appropriate activity in the icons. Weaker candidates encountered problems, possibly due to inadequate and superficial reading of the more extended text.

### Question 4

As a crossover question targeting Grade C, this proved more challenging, and only stronger candidates managed to identify the key concept in each category. The Grade Description at this level does require candidates to identify and extract detail but weaker candidates tended to lift words from the text that bore no relation to the headings on the grid. Candidates must be familiar with word families: this has posed problems in past series and centres would be well advised to train candidates to recognise the significance and usefulness of such word families (eg *Gemüse*, *Obst*, *Zimmer*, *Fremdsprachen* u.a.). Performance varied, depending on how carefully and closely candidates had read the texts and whether they were able to link the lexis to its family category. Most candidates were able to identify the appropriate responses for *Familie*, although a significant number lost the mark by failing to state that *Dana* was his *Frau*.

*Studium* also proved to be not so straightforward for some. Many gave *Lehrer werden*. *Nebenjob* was answered with varying levels of success and frequent reference was made to acting or Jo Zenker.

The most common area of difficulty was *Zukunftspläne*, where a common response was *7 Jahren in Amerika*.

#### Question 5

Performance in this crossover question targeting Grade D was surprisingly variable. A substantial number of candidates misunderstood the requirements of the cloze test and failed to select words from the 'word box' using instead words either from the stimulus text or of their own invention. Those candidates who were familiar with this test type met with varying degrees of success. *Obst* and *Gemüse* continue to confuse, and *Tatort* was frequently given as the answer to *Lieblingsessen* as candidates were presumably misled by the *Lieblingssendung*. Centres are reminded that at this level candidates should be familiar with common synonyms and paraphrases.

#### Questions 6 - 10

Most candidates were comfortable with this familiar topic and scored well here.

#### Question 11

This was the final crossover question and it represented a challenge to many candidates. At this level the QCA Grade Description for Reading requires that candidates should extract points of view. Weaker candidates were simply unable to do this: this they could not identify what represented a positive aspect of Julia's job and what represented a negative one nor could they identify the correct ideas and concepts within the two groups. Thus examiners encountered snippets of sentences lifted inappropriately and indiscriminately from the text eg *mit meiner Gastfamilie*, *Zeit Englisch sprechen*, *6.30 Uhr beginnt*.

Candidates must be trained to ensure they give all the detail to convey the true essence of the answer. Several candidates re-used information given in the examples but there can be no credit for this. Centres are advised to practise this question type to train candidates to discern more readily what represents an advantage/disadvantage etc.

The grid used expects candidates to put one discrete answer per box. However, many candidates squeezed multiple points in the tiny boxes. Centres should be aware that Examiners assessed the first 3 answers given on the positive side and the first 2 responses on the negative, so that no candidate was penalised for misunderstanding the rubric. For future reference, candidates should limit one piece of relevant information per box.

#### Question 12

Candidates fared well here.

#### Question 13

A small minority of candidates continue to answer the English questions in German and thus sadly debar themselves from scoring at all. Clearly, candidates' use of English should be unambiguous. On the whole though, candidates found this text accessible.



- Q13(a) The most common problem here was that candidates invented specific tasks in the kitchen which were not substantiated by the text. Examiners were seeking to reward answers such as *help in the kitchen(s)*, but the addition of eg *washing up* or *cooking* negated the answer. Once again, candidates should be trained to answer the questions with reference to the text only and not improvise based on their interpretation of the situation.
- Q13(b) *Stunden* continues to thwart candidates and answers such as *half five in the mornings or afternoon* were not uncommon.
- Q13(c) Most candidates scored the point here.
- Q13(d) Candidates were comfortable with the notion of *freundlich* but there were very few candidates indeed who showed any understanding of the concept of *guter Laune*.
- Q13(e) Examiners often felt they were marking last year's answers here: *attractive uniform* was a very common response.
- Q13(f) Examiners were surprised that *Lebenslauf* was relatively unknown given the regularity with which it appears on the paper at this level.

In general examiners felt this paper was fair and had enabled candidates to demonstrate their true ability. They also felt that the topic areas covered were of interest to a wide spectrum of candidates.



## Paper 3H - Reading and Responding

Once again, examiners were encouraged to note that many candidates fared well at both tiers and were able to progress purposefully through the papers. The vast majority of candidates had been well prepared for the paper and clearly appreciated the demands of the various question types. Copies of past papers are available and these are an invaluable resource in the examination preparation process.

As with the Foundation paper, the overwhelming majority of candidates had been correctly entered for Higher tier and there was little evidence that centres had been over optimistic about their candidates' performance in this paper. There were few examples of rubric infringement and only a very small minority of candidates failed to attempt all parts of all questions. Examiners felt that all questions were appropriate in terms of level and discriminated well. The content of the texts was perceived to be well pitched to have interest value to candidates.

### Question 1

This was a crossover question targeting Grade D and worked well as a discriminator. More able candidates demonstrated the ability to pick out key words and phrases and were able to link the person to the appropriate activity in the icons. Weaker candidates encountered problems, possibly due to inadequate and superficial reading of the more extended text.

### Question 2

As a crossover question targeting Grade C this proved more challenging, and only stronger candidates managed to identify the key concept in each category. The Grade Description at this level does require candidates to identify and extract detail but weaker candidates tended to lift words from the text that bore no relation to the headings on the grid. Candidates must be familiar with word families: this has posed problems in past series and centres would be well advised to train candidates to recognise the significance and usefulness of such word families (eg Gemüse, Obst, Zimmer, Fremdsprachen u.a.). Performance varied, depending on how carefully and closely candidates had read the texts and whether they were able to link the lexis to its family category. Most candidates were able to identify the appropriate responses for *Familie*, although a significant number lost the mark by failing to state that *Dana* was his *Frau*.

*Studium* also proved to be not so straightforward for some. Many gave *Lehrer werden*. *Nebenjob* was answered with varying levels of success and frequent reference was made to acting or Jo Zenker.

The most common area of difficulty was *Zukunftspläne*, where a common response was *7 Jahren in Amerika*.

### Question 3

Performance varied, which was to be expected since this targets a higher grade and, as such, discriminated well. This question type relies on the use of synonyms and candidates' ability to identify synonymous phrases, and centres would be well advised to practise and revise synonyms with their more able candidates. No particular pattern for incorrect responses could be discerned.

### Question 4

More able candidates coped well with the requirements of this higher grade question. Careful and detailed reading of both the text and the answer sentences is essential, since candidates are required to demonstrate the ability to understand paraphrases and synonymous phrases.

#### Question 5

This was the final crossover question and it represented a challenge to many candidates. At this level the QCA Grade Description for Reading requires that candidates should extract points of view. Weaker candidates were simply unable to do this: thus they could not identify what represented a positive aspect of Julia's job and what represented a negative one; nor could they identify the correct ideas and concepts within the two groups. Thus, examiners encountered snippets of sentences lifted inappropriately and indiscriminately from the text eg *mit meiner Gastfamilie, Zeit Englisch sprechen, 6.30 Uhr beginnt*.

Candidates must be trained to ensure they give all the detail to convey the true essence of the answer. Several candidates re-used information given in the examples but there can be no credit for this. Centres are advised to practise this question type to train candidates to discern more readily what represents an advantage/disadvantage etc.

The grid used expects candidates to put one discrete answer per box. However, many candidates squeezed multiple points in the tiny boxes. Centres should be aware that Examiners assessed the first 3 answers given on the positive side and the first 2 responses on the negative, so that no candidate was penalised for misunderstanding the rubric. For future reference, candidates should limit one piece of relevant information per box.

#### Question 6

Performance in this crossover question targeting Grade D was surprisingly variable. A substantial number of candidates misunderstood the requirements of the cloze test and failed to select words from the 'word box' using instead words either from the stimulus text or of their own invention. Those candidates who were familiar with this test type met with varying degrees of success. *Obst* and *Gemüse* continue to confuse, and *Tatort* was frequently given as the answer to *Lieblingsessen* as candidates were presumably misled by the *Lieblingssendung*. Centres are reminded that at this level candidates should be familiar with common synonyms and paraphrases.

#### Question 7

This question was met with mixed fortunes and many more able candidates failed to recognise that essentially weather lexis was being assessed here. Whilst it is clearly important that candidates read the titles and context, they should nevertheless focus their attention on the text itself. Examiners felt that the text and question type were appropriate at this level and were pleased to note that those candidates who could progress beyond the 'Namibia' title and the more complex task of matching sentence halves were able to rise to the challenge.

## Question 8

Examiners were encouraged by candidates' performance in this question. Candidates obviously felt more at ease with the theme of camping and there were many instances of full marks here.

## Question 9

This question with answers in English targeted A\* and sorted out very definitely the better candidates. The grid represents a slightly less structured question type than in previous years, although it was used in the specimen papers for this new specification. Some candidates appeared to struggle with such 'freedom'. However, as a discriminating question at A\* this worked tremendously well.

At this level candidates must be able to pinpoint the exact information required and cannot score marks for approximations or 'nearly theres'. A\* candidates completed the grid in a coherent, detailed and accurate manner and there was a pleasing number of high scores with a few gaining full marks here. On the other hand weaker candidates related personal experience or noted received opinion and found it difficult to give unambiguous answers which went beyond minimalist detail to score the mark. Examiners were thus often presented with vague, unconnected ideas when the questions required precise and connected ones. This demonstrated clearly that candidates had to read the text closely and show in-depth understanding in order to score the marks. This question therefore did what it had set out to do.

Candidates did not have to follow the order of the bullet points, but in that order common misconceptions and problems included:

	Advice	Reason
(i)	spend enough time in bed  get out of bed on the right side (rechtzeitig)  have the bed on the right hand side of the room!	Not so tired  They will have more energy
(ii)	Have a good breakfast (ie missing concept of healthy)	Get less stressed  Improved concentration so less accidents (sic)
(iii)	More healthy school meals  Eat bread at (break time in) school  Eat 5 portions of fruit and vegetables a day  Concept of <i>Pausenbrot</i> not appreciated by many.	Experts say it is good to have 5 small breaks in a day

(iv)	be sure they know the traffic rules ride to school (bike) cycle to school	So they get to school safely You get to school quicker because you don't get stuck in traffic (sic) Keeps you fitter It's better for the environment
(v)	Wear a helmet Reflect on what you are doing Dark/rainy occasions get a lift with an adult When raining come school via car	Cars can see you Your clothes reflect your school Avoid catching a cold Don't get too wet

Clearly, many answers indicate that candidates are quite simply not reading the texts carefully enough and are consequently making associations which are not there to make. For those candidates aiming at a higher grade it is imperative that they pay attention to the actual content of the texts and not make assumptions. Candidates should ensure that what they have written is relevant to the question and can be supported by the text.

Candidates should also be encouraged to keep their answers as concise as possible. It is not advisable for candidates to put down everything they have understood as this may lead to their losing the mark if they hedge their bets or negate their answer.

## Paper 4F/H - Writing

Most candidates were entered at the correct level. This means that there were few outstanding scripts at foundation level and many excellent scripts at higher level. Examiners noted once again that the standard at the top of the ability range often goes well beyond what a competent AS Level candidate may be able to produce.

## Paper 4F - Writing

### Q1 - AT THE MARKET

It was surprise that many candidates were unfamiliar with the vocabulary of fruit and vegetables. Most managed *Apfel* and *Kartoffel* or *Karotte*, but often these were followed by a list of words in English. The mark scheme allows for a reasonable attempt at the German spelling, but the following words caused problems for all but the best: *Erbse (Erste)*, *Erdbeere (Ertberrie)*, *Zitrone (Citron)*, *Himbeere (Herbeere!)*.

### Q2 - AT WORK

It is clear that candidates are well-trained for this question. Many are able to score 5 for communication and content by conjugating the five verbs and interpreting the icons in an acceptable way. Most realise that the icons in this question are prescriptive. However, *nimmt* was rarely known. It should be noted that at least one common irregular verb will be included in this question and that *sein* and *haben* may also appear.

### Q3 - MONEY

Candidates who did not manage to score 10 for Question 1 often picked up marks here. Only a few candidates were unfamiliar with the verbs *arbeiten* and *kaufen* and most knew *Taschengeld*. This allowed for some communication to take place even when syntax was poor. Candidates perform best when they use simple sentences and avoid trying anything over-ambitious. The most demanding element this year was the final bullet point, although many managed to produce something along the lines of *Du kannst arbeiten!*

The following response gained full marks:

*Ich bekomme zehn Pfund pro Woche. Ich arbeite in die Kino. Ich habe achtzig Pfund pro Woche gearbeitet. Ich kaufe mit dem Geld Geschenke für meine Eltern. Man kann helfen deine Mutter in den Hause oder man kann spazieren mit dem Hund.*

### Q4(a) - A THANK-YOU LETTER

The majority of candidates were on safe ground here, although some confused *Geschenk* with *Geschäft* which caused confusion. In responding to this type of question it is important to avoid lists (*Ich habe einen Rock, eine CD, ein Handy usw. zum Geburtstag bekommen*) since this does not show a range of structures.

Weaker candidates, especially at foundation level, missed the opportunity to give a past tense in response to the third and fourth bullet points. In addition, verb agreements tended to be inaccurate. However, at higher level and occasionally at foundation level, there were many concise and well-structured responses which showed the necessary range of verbs forms and tenses, varied syntax and interesting vocabulary to gain top marks. Typically a good answer included present and past tenses, modal verbs, inversion, an *um...zu* clause and a wide range of adverbial phrases and idiom.

#### Q4(b) - SPORT AND FITNESS

This was also a familiar topic for most candidates. As in the previous question, lists of sports were a feature of weaker answers. More confident responses displayed modal verbs and infinitive clauses. Usually these were *In unserer Schule kann man viel Sport treiben* and *Ich treibe Sport, um fit zu bleiben*.

It was noted by many examiners that candidates often confused *werde* with *würde* or *wurde* when describing activities planned for next year. It is of course possible to do this using the present tense and a time phrase such as *nächstes Jahr*.



## Paper 4H - Writing

### Q1(a) - A THANK-YOU LETTER

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### Q1(b) - SPORT AND FITNESS

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In the final two questions of the paper, higher level candidates are expected to show a wider range of structures in their responses. The questions set are designed to present them with a familiar topic, but also to give them the opportunity to manipulate known language to suit the situation. Both the restaurant visit and the environment poster were clearly well-rehearsed topics, although the majority answered Question 2a.

### Question 2(a) - IM RESTAURANT

Although this was a formal letter, the use of the informal second person was ignored in the overall marking.

Many candidates wrote coherent accounts of a varied visit to the *Suppenkessel*. Positive aspects of the visit were usually:

- *Die Musik war fantastisch.*
- *Das Essen hat wunderbar geschmeckt.*
- *Die coole Atmosphäre hat uns gut gefallen.*

Negative aspects were more interesting:

- *Ich habe eine Fliege in meiner Supper gefunden.*
- *Klassische Musik gefällt mir nicht.*
- *Unser Kellner war äußerst unhöflich.*

It was interesting to note that some weaker candidates did not grasp the opportunity to use the familiar *gegessen* and *getrunken* in their answers. Such candidates are also typified by over-ambitious responses with long rambling sentences which eventually become incomprehensible. For example, it was not unusual to read something along the lines of: *Meine Freundin dein Restaurant ist gut gesagt so wir sind besucht es letzte Wochenende*. This does suggest that weaker candidates should be encouraged to take their time when answering at this level, thinking carefully about each sentence and relying on known structures rather than trying to express a complex English idea in German.

This excellent response was one of the few in which the candidate was familiar with the formal second person:

*Sehr geehrter Herr Winkler*

*Letztes Wochenende war ich in Ihrem Restaurant, um Freunde zu treffen, die in der Nähe wohnen, und also haben wir uns dort getroffen. Sie haben mir erzählt, dass Ihr Restaurant super was, mit eine tolle Stimmung, aber ich war sehr enttäuscht.*

*Während des Abends (am vierten Juli) war die Musik schrecklich und ich dachte, dass es keine coole Atmosphäre gab. Die Bedienung war sehr schlecht und die KellnerInnen waren auch sehr launisch und hilfsbereit.*

*Jedoch habe ich gemeint, dass Ihr Essen sehr lecker war und ich muss die Kochen danken. Der Preis war auch sehr billig. Überall war der Abend nicht so gut, weil ich die Atmosphäre und die Bedienung nicht gut finde, aber Ihre deutschen Spezialitäten waren wunderbar.*

*Ich würde gern zum Restaurant zurückfahren, aber ich galube, dass einige Verbesserungen das Restaurant verbessern könnten. Die Kellnerinnen sollten glücklicher aussehen und nicht wie launisch, und die Stimmung des Restaurants ist nicht gut. Ich würde Popmusik und Rockmusik spielen, weil Jugendliche sie vorziehen.*

*Danke im Voraus für Ihre Verbesserungen.*

*Mit freundlichen Grüßen*

*Ihr*

...

The candidate has responded to all the bullet points in 176 words. The response is pleasant to read and highly accurate. Although there is a tendency to use "subject-*war*-adjective", there is evidence of enough other structures to make this a varied response which is sophisticated in the framework of the GCSE examination. Despite the few errors this was awarded:

Communication and content	15
Knowledge and application of language	10
Accuracy	5
<b>Total</b>	<b>30</b>

## Question 2(b) - UMWELTAKTION

Candidates who attempted this question were well-versed in the language of the environment such as *recyceln*, *Treibhauseffekt*, *Abgase*, *umweltfreundlich*, *Luft*, *Lärm*, *versursachen* and *den Müll trennen*. Indeed, most responses showed an excellent awareness of the issues.

However, many candidates had not read the question properly. In particular, the second bullet point asked for the past tense. It was a pity that many simply produced a response that they may have learned for the oral exam, saying what they do rather than what they have done. In addition, few candidates took the opportunity to describe their own particular area, preferring merely to give a pre-learned prosaic response such as *Unsere Gegend ist nicht sehr schön*.

Nevertheless, there were some good responses which were carefully constructed and which were at least coherent throughout.



## Paper 4C - Written Coursework

This continues to be by far the more popular of the writing options. Many teachers value it as a way of building candidates' confidence throughout the course by giving them a chance to improve on their work within an accepted framework. The work submitted for moderation covers the full range of ability: at the top end of the range there are impressive folders showing imagination and originality; the middle band is typified by work of a repetitive nature, often based on one grammatical structure; work at the lower end of the range tends to contain lists of nouns.

Many centres mark candidates' work accurately and have standardised carefully within the centre. This latter step is important since problems emerge when work is moderated if various teachers' groups have not been marked against the same criteria.

### Presentation of work

Great care is taken by the majority of centres in the presentation of work for moderation. Ideally, each candidate's folder should be in booklet form rather than in a plastic slip case so that it can be read easily. Each unit should be clearly labelled with the following details:

- Centre name / Centre number
- Candidate name / Candidate number
- First or final draft
- Title

The CF1 frontsheets should contain all details including an accurate word count, and they should be signed by the teacher and the candidate.

### Stimulus

Many candidates are given no more than a title such as *Meine Freizeit*. However, it is better to ensure that candidates are guided towards producing an essay which contains a range of verb forms or tenses and plenty of opinion. For an essay on hobbies, the stimulus might be:

*Schreibe einen Aufsatz über deine Freizeitaktivitäten mit folgenden Informationen:*

- *was du gern in deiner Freizeit machst (Sport, Musik, Fernsehen usw.) und warum*
- *was du nicht gern machst und warum*
- *was du letzte Woche in deiner Freizeit gemacht hast*
- *wie es war*
- *warum Freizeit für dich wichtig ist*
- *deine Pläne für nächstes Jahr*

This plan encourages a varied response which allows candidates to adapt language learned in class to suit their own circumstances.

Centres should note that it is not necessary to send photocopies of pages from a textbook unless candidates have used a text as the basis of a gap-fill exercise.

## Rubric offences

These are now rare. However, some candidates still present two units of work from the same area of experience. The five areas of experience are:

- At home and abroad
- Education, training and employment
- House, home and daily routine
- Media, entertainment and youth culture
- Social activities, fitness and health

Therefore, it is not permissible to submit two units entitled *Meine Schule* and *Mein Arbeitspraktikum* since they both fall under the category of Education, training and employment. Similarly, an interview with a famous personality and a brochure about the environment both belong to Entertainment, media and youth culture.

In such instances, the lower of the two marks out of 20 is discounted from the candidate's total score.

It should also be noted that short units of work (of below 150 words) cannot access the whole mark range.

## Candidates' work

This is best illustrated by the following examples:

### Beispiel 1 - Fitness

*Was mich betrifft, bin ich fit und gesund. In der allgemeinen Regel esse ich einzige biodynamisch und natürlich Nahrung. Ich will für eine wichtig Rennen tranieren und vorgestern bin ich fünf Kilometer gelaufen.*

*Zum Frühstück hatte ich gern Cornflakes mit Banane und Milch gegessen. Zum Abendessen trinke ich drei Liter Orangensaft, weil es ein wertvolles Vitamin-C-Spender ist. In die modern Welt es würde sehr einfach sein, zu viel Fast-Food essen. Aber habe ich esse kein Fast-Food seit zwei ganze Jahre.*

*Als ich junger war, wollte ich ungesund Nahrung essen, denn ich wusste nicht besser. Jetzt, wenn ich Millionen Hamburger hätte, wäre ich nicht.*

*Rauchen schadet der Gesundheit. Zwei Gründe warum Sie das Rauchen aufgeben sollten:- Rauchen macht herzkrank und führt zu Krebs.*

*Und schließlich möchte ich sagen, bin ich fit und gesund. Ich habe nicht schlechte Angewohnheit und um sportlich zu bleiben, spiele ich Federball einmal bis zweimal in der Woche. Ich werde nächstes Jahr gesunder werden.*

This is a confident personal response which conveys a lot of information despite errors. There are some excellent sentences and vocabulary, but equally some very awkward sections. Nevertheless, it is largely coherent with some lapses.

Communication and content	8
Knowledge and application of language	4
Accuracy	4
<b>Total</b>	<b>16</b>

### Beispiel 2 - Filme und Fernsehen

*Ich liebe fernsehen. Es ist fantastisch. Ich sehe jeden Tag besonders "The Simpsons" fern. Ich genieße Komödie und Krimi, z.B. "The Simpsons" und "The Bill". "The Bill" ist sehr interessant und "The Simpsons" ist sehr sehr lustig. Ich nicht genießen Seifenoper z.B. "Eastenders". "Eastenders" ist dumm.*

*Ich bin ein Filmfan. Filme ich genieße: Aktion, Komödie, Horrorfilm und Krimi z.B. XXX, Mrs Doubtfire, Freddy Kruger und James Bond. XXX ist sehr spannend und James Bond ist erstaunlich. Filme ich nicht genießen: Liebesgeschichten z.B. "Shakespeare in Love" und Western langweilig mich. "Shakespeare in Love" ist zum Weinen und schrecklich.*

*Ich gehe einmal pro Monat mit meine Freunden und Familie ins Kino. Mein Lieblingsfilmserie ist "Rocky". "Rocky" ist einmalig und der beste Film der Welt. Es ist ein Abenteuerfilm über Boxen. Rocky ist ein Schwergewicht Meister von der Welt. Die Hauptschauspieler ist Sylvester Stallone. Er ist Spitze. Der Film dauert 1 Stunde 45 Minuten. "Rocky" läuft in Amerika. Es ist sehr sehr gut und ausgezeichnet.*

*Die letzte Filme den habe ich ins Kino gesehen war "The day after tomorrow". Es war sehr aufregend. Es war läuft in Amerika in New York. Es war über einen Tag wo der Welt über freit. Es war ziemlich unrealistisch aber sehr interessant. Es war wirklich erfreulich.*

Again, this is a good personal response. Although there is some interesting vocabulary and a more confident section in the third paragraph, the essay is largely dependent on lists of English titles and on the structure "subject-*ist*-adjective". Nevertheless is it is comprehensible overall although there are occasional awkward corners which are difficult to decipher.

Communication and content	5
Knowledge and application of language	2
Accuracy	2
<b>Total</b>	<b>9</b>

### Use of dictionary

Though use of a dictionary is permitted, this can often hinder students rather than help them. Examples this year included the following:

- *Ich habe bohnen auf Ferien.*
- *Ich esse gern Fleisch mit Quelle.*
- *Ich liefere Zeitungen von Haus zu Haus, Regen oder Glanz.*
- One candidate did work experience at *Stiefel der Chemiker*
- An interview with *Britney Stangen*





# Statistics

## Paper 1F - Listening and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	34	28	23	18	13	0
Uniform Boundary Mark	59	50	40	30	20	10	0

## Paper 1H - Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	35	29	23	18	12	9	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

## Paper 2F - Speaking

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	27	22	18	14	10	0
Uniform Boundary Mark	59	50	40	30	20	10	0

## Paper 2H - Speaking

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	40	34	28	23	17	14	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 3F - Reading and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	37	30	23	17	11	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 3H - Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	37	31	24	18	12	9	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4F - Writing

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	32	26	21	16	11	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 4H - Writing

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	37	32	27	23	18	15	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4C - Written Coursework

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw Boundary Mark	60	51	45	39	33	27	21	15	9	0
Uniform Boundary Mark	90	80	70	60	50	40	30	20	10	0

### Overall Subject Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Total Uniform Mark	360	320	280	240	200	160	120	80	40	0



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