Unit 6 — Mediation: A German Policy Text — Teacher copy

Track E · Klasse 13 · Niveau E (Basisfach / Leistungsfach) · Abitur year

Niveau E

1. Reading

Read the text and use it for the activities below.

Source — fictional policy-style passage

Der folgende fiktive Bericht untersucht die Entwicklung der Bildungsgerechtigkeit in Deutschland zwischen 2010 und 2025 und bezieht sich auf eine bundesweite Stichprobe von 1,2 Millionen Schülerinnen und Schülern. Methodisch nutzen wir mehrebenenanalytische Modelle. Die Ergebnisse legen nahe, dass die Korrelation zwischen sozio-ökonomischem Hintergrund und PISA-Ergebnis in den Stadtstaaten Berlin, Hamburg und Bremen leicht abgenommen hat, in den Flächenländern hingegen stabil geblieben ist. Bildungspolitische Implikationen diskutieren wir vorsichtig. Eine kausale Interpretation der Korrelationen ist auf Basis der vorliegenden Daten nicht möglich.

Mediation conventions for policy texts

German-specific institutional terms: *Stadtstaaten* (German city-states — Berlin, Hamburg, Bremen), *Flächenländer* (German federal states other than the three city-states), *Bildungsgerechtigkeit* (educational equity / fairness), *Mehrebenen-analyse* (multilevel modelling).

Hedge preservation: *legen nahe → suggest*; *kausale Interpretation … nicht möglich → causal inference is not possible from the available data*.

Source references: preserve the source's reference to *PISA*. It contains no citation, link or NEPS finding; do not add one. Make the passage's fictional status clear in your introduction.

2. Practise

Niveau E — controlled

1. Match German term → English: *Stadtstaaten* → ?, *Flächenländer* → ?, *Bildungsgerechtigkeit* → ?, *Mehrebenenanalyse* → ?
2. Decide for the OECD addressee: keep + explain in brackets / paraphrase / drop entirely — *Stadtstaaten*, *PISA*, *Mehrebenenanalyse*.

Niveau E — productive

3. Build a 6-sentence English mediation of the source above.

3. Your turn

Final mediation, six to eight sentences. Write for the comparative-education researcher. Identify the source as a fictional exercise, preserve the study period, sample, method, regional comparison and limit on causal inference. Explain an institutional term if the reader needs it. Choose reporting verbs for accuracy; there is no quota. Do not add claims about robustness, funding, data access, later research or other datasets.

Sample

4. Further reading / listening

- Goethe-Institut — Sprachmittlungs-Beispielaufgaben Oberstufe.
- OECD Education at a Glance — comparative-education register samples.

5. Teacher answer key

Controlled. 1. German city-states / federal states other than the three city-states / educational equity / multilevel modelling.

2. *Stadtstaaten*: keep + 5-word note. *PISA*: keep without note. *Mehrebenenanalyse*: keep + 3-word note for non-statisticians.

Productive. 3. Open.

This fictional policy-style passage describes an investigation of educational equity in Germany between 2010 and 2025. It states that the study uses a nationwide sample of 1.2 million school students and multilevel models. Its findings suggest that the correlation between socioeconomic background and PISA results decreased slightly in Berlin, Hamburg and Bremen, Germany's three city-states. In the other federal states, the correlation remained stable. The authors discuss policy implications cautiously. They state that the available data do not allow a causal interpretation of these correlations. These statements belong to the invented exercise and should not be cited as research findings.