

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCSE German (5GN01)
Paper 1F Listening and Understanding in
German

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GCSE German
Paper 1 Foundation Tier
Listening and Understanding in German
Examiner Report

For the most part, centres entered their students appropriately at Foundation level. The targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage students to answer all questions, and those individual questions follow the sequence of the text and thus appear in chronological order. Grade C/D questions are common to both Foundation and Higher Tiers.

As in previous years, the Foundation paper differentiated well between students of varying abilities. Weaker students were able to identify key words and messages from topics with which they were familiar. The questions which require the recognition of single lexical items or short phrases were well done, although individual items of vocabulary caused problems. At the higher end of the scale students were able to demonstrate more advanced listening skills, such as identifying main points, details and opinions. Their performance demonstrated careful reading of questions, sound knowledge of core vocabulary and listening to the whole rather than homing in on individual words. It is advised that students develop the skill of listening for gist and understanding simple sentence structures to help them improve their listening skills. As has been the case over the past few years, the English language questions at the end of the paper proved particularly challenging to many students.

It is important that students use the five minute preparation time before the playing of the listening material appropriately. In many cases this time can be used to narrow down the choice of possible answers. Students should be encouraged to attempt all questions; the importance of having a go cannot be over-stressed.

Q1 (Food)

This question was intended to give students a confident start to the paper. It was largely successful in this aim. It tested individual vocabulary items within a familiar topic and therefore most students scored well. Almost all knew *Eis* and *Pommes*. However, *Käsebrot* was unknown to a significant minority of students.

Q2 (Leisure Interests)

Leisure is a much taught and practised topic and as such caused few problems to students, many scoring full marks on this question. The use of pictures caused little or no problems for students. The least known item of vocabulary was *Schlittschuhlaufen*.

Q3 (Job Advert)

This crossover question unsurprisingly proved more taxing for Foundation Level students. Many students worked out that in most cases there were only two answers that were possible in the context. Some students sensibly wrote the 2 possible choices on the paper during the 5 minute reading time before making

their final decision on hearing the listening material. Few students picked out *am Strand* as the key information in Q3(iii), preferring the more obvious distracter *in the market place*. Some were misled by *fleißig*, thinking it must mean flexible.

Q4 (Directions)

This crossover question differentiated well at Foundation Level. *Rathaus* was known by almost all students. Many heard *Fluss* and assumed that Lutz had to cross the river, rather than turn left before getting to the river. The importance of placing vocabulary within context cannot be emphasised highly enough. *Schild* was relatively unknown at this level, despite featuring in the minimum core vocabulary. Some students penalised themselves by crossing too many boxes, not realising that they were supposed to cross 3 boxes rather than four, as has been the case in previous papers.

Q5 (School)

This question discriminated well at this level, particularly Q5(ii) and Q5(iii). The other parts of this question proved fairly straightforward for most students, most coping well with *spreche ... mit meinen Freunden* and with *streng*. *Schwer* proved difficult for many students and a surprising number were unable to equate *muss so viel zu Hause lernen* with homework.

Q6 (Friends)

Many students scored well on this question as it is a familiar topic and in a well-known format. Rather surprisingly *lockig* was unknown to a substantial minority of students. More predictably, the significance of *nie* in Q6(iii) was missed by almost half of students.

Q7 (New Technology)

This crossover question differentiated well at this level and there were very many pleasing performances. Some of the targeted vocabulary had not featured in many recent examinations, although it was all taken from the minimum core vocabulary. However, students showed a good knowledge of most of the key words used. The most challenging was Q7(iii), *Tastatur* being unknown to many. More pleasingly students proved able to deduce correct answers from context, even when unsure of some vocabulary items.

Q8 (Music)

Although this was a crossover question it was well done by many Foundation Tier students. Few had any difficulties with Q8i and Q8ii. Even the more difficult last two parts to the question were answered successfully by about two thirds of students.

Q9 (Weather)

This is a very familiar topic which often features at Grades F/G. It was well answered by the vast majority of students.

Q10 (Shopping)

This question proved a good discriminator between students of varying abilities as students in the lower mark range often struggle with open ended questions.. Only the very best Foundation Tier students scored well.

In Q10(a) many students lost marks because they were not precise enough to gain the mark. *Town* was not sufficient to gain a mark for *Stadtmitte*. Numbers, either in times or prices, often prove problematic and this year proved no exception. *Neunzehn Uhr* was often rendered as *9 o'clock*. Few knew the meaning of *Kartoffeln*. There were many versions of *€1,90*, very few of them correct.

Centres would be well advised to devote time to practising numbers as they will certainly feature frequently in future examinations.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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