



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE

In German (5GN01)

Paper 1F: Listening and understanding
in German.

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5GN01_1F_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

GCSE German
Unit 1F: Listening
Examiners Report

Paper 1F – Listening and Responding

Centres entered their candidates appropriately at Foundation level for the most part. This year continued the trend noted for the last two years of a greater proportion of candidates being entered at Foundation Level. Centres are reminded that the targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list and that this will remain so on the new specification to be examined for the first time next year. 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 candidates of varying abilities. Candidates were well prepared for the different test types although questions with a greater choice of answers and open-ended questions requiring students to answer in English continue to be challenging for less able students. There will be a greater number of these questions on the new specification than is currently the case. This is a significant change as candidates find this style of question the most taxing on the current Foundation Tier paper. Weaker candidates were able to identify key words and messages from topics with which they were familiar. Most questions which require the recognition of single lexical items or short phrases were well done, although some individual items of vocabulary caused problems.

The new specification will require similar listening skills to those currently examined. Advice to candidates therefore remains essentially the same. They need to develop the skill of listening for gist and to understand simple sentence structure to help them improve their listening skills. It is also important that candidates listen carefully for qualifying adjectives and adverbs, in particular for negatives *nicht* and *kein*. The vocabulary list for the new specification is rather more extensive and centres are advised that the vast majority of words on it will feature in examinations over a period of time.

Question 1 (In town)

This question was designed to give candidates confidence at the beginning of the examination paper. It required candidates to identify which food items were being ordered in town and featured vocabulary that is very familiar to all candidates. As a result most candidates were able to score full marks on this question.

Question 2 (School)

This question featured a very common topic and was well answered. Most candidates were able to score 3 or 4 marks here. Those candidates who dropped marks frequently did so on Q2i which required candidates to pick the correct time from 3 possible answers. Weaker candidates thought *Viertel vor acht* was 8.15. A number of candidates found *schwer* in Q2iii rather difficult.

Question 3 (A dance class)

This crossover question discriminated well. Better candidates at Foundation tier often scored 3 or even 4 marks whereas weaker candidates struggled with Q3iii in particular. They failed to realise that *Leider machen wir immer das Gleiche. Ich möchte etwas Neues lernen* implied boredom on the part of the dancer. This type of basic inference question will also feature in the new specification next year. Candidates should also be aware that this type of question involves rather more than listening for the German translations of the words on the question paper. It is important to listen carefully to the passage as a whole before deciding on the most appropriate answer.

Question 4 (Shopping)

This crossover question was well done by most candidates at Foundation Level. Zoltan's comments were most readily understood. Q4i was very accessible, requiring an association of *Kriminelle* with crime. Similarly, most realised that *normalerweise warte ich, bis die Preise reduziert sind* implied buying in the sales. Q4iii, which discriminated well, required candidates to realise that Anna had a birthday soon and that buying *etwas ganz Besonderes* implied a present.

Question 5 (Friends)

This question, ostensibly targeted at grade E, proved successful in discriminating between better and weaker candidates. The most taxing part proved to be Q5iii as it required candidates to be familiar with the word *Oma* and to equate this with a relative. A small majority of candidates were able to link *viel Geld verdienen* in Q5i with a desire to be rich and *Ali gibt sein Taschengeld für Kleidung aus. Er sucht die neuesten Sachen in Boutiquen* with being fashion-conscious.

Question 6 (Cinema)

This Grade F question required candidates to make very simple deductions about various cinemas and was answered well by most. The most frequent error was in Q6ii, a failure to recognise that *nur freitagabends* implied once a week.

Question 7 (Hotels)

This question, in common with many crossover questions, required candidates to process information and make the connection between the listening material and the statements on the question paper. In general this question was answered

very competently by most candidates. A minority heard *ein Hit* in association with the Hotel zur Krone and assumed this must refer to music. The vast majority rightly assumed that in order to *am Strand spazieren* you must be on the coast. Even if *neugebaut* was unknown the first syllable was sufficient to indicate that the hotel must have opened recently.

Question 8 (Job advert)

This question was answered much better than its equivalent last year. Essentially it required an ability to translate key items of vocabulary from the transcript. It was encouraging to see that most candidates proved able to cope with the prices in Q8iv, as this has not always been the case in the past. Although *sofort* was known to the majority of candidates *fleißig* proved rather more problematic. About half of candidates missed the crucial second adjective in the phrase *jedes zweite Wochenende*.

Question 9 (Leisure activities)

This is a very familiar topic which often features at Grades F/G. It was well answered by almost all candidates. Where candidates did not score full marks it was most commonly because of a failure to understand *ich sehe fern*.

Question 10 (Directions)

This Grade E question was a good discriminator with only the best candidates able to score more than 1 mark. Open-ended questions requiring candidates to answer in English continue to be challenging for weaker candidates. This type of question will feature much more prominently in the new specification and therefore merits careful when preparing for the new listening paper. Imprecise and ambiguous use of English plays a significant role in this question, leading many candidates to drop marks unnecessarily. Candidates are advised to read the questions carefully, focusing in particular on the question words used. Almost half of candidates were able to cope with Q10a which required recognition of *Rathaus*. Rather fewer knew *Straßenbahn*, the most frequent incorrect answer being *station*, presumably because candidates had heard *Bahnhof* earlier in the dialogue. Despite *Fluss* being on the minimum core vocabulary a mere handful gained a mark for *über den Fluss* and *gegenüber* proved even more taxing.

