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## Examiners' Report June 2010

### GCSE German 5GN01 1H

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## Unit 1 (Higher): Listening and Responding

The majority of candidates had been correctly entered at Higher Level. Scores on this paper were on average higher than on the comparable component on the legacy specification. The English language format of the questions proved accessible. On the legacy specification some candidates had difficulty in understanding the German language questions and expressing their answers in comprehensible German. The higher-scoring candidates displayed a wide vocabulary, a high level of comprehension and listening skills.

For the higher tier paper it is essential that candidates have the opportunity to practise global listening techniques. 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 and to give precise answers on the final two questions. Crossover questions were tackled more confidently at this level.

Candidates need to take care over the presentation of their work as there are still a number of illegible answers. Examiners are unable to award marks if they cannot read a candidate's handwriting. When crossing out sections candidates must make it absolutely clear what their final answer is. Candidates are reminded of the importance of using black ink as detailed on the front page of the current examination paper. Blue ink does not scan well.

### Question 1 (Work experience)

This crossover question proved very accessible for higher tier candidates, many scoring almost full marks. However, even at this level Q3b caused many candidates problems. They heard the distracter *Kaffee kochen* and did not wait for the correct answer (*am dritten Tag habe ich Kunden angerufen - das hat mir besonders Spaß gemacht*), which followed immediately afterwards.

### Question 2 (In Town)

Most higher tier candidates scored highly here, with more than half the cohort gaining full marks. Some candidates penalised themselves by crossing too many boxes. The maximum mark for this question was 4 and therefore only four boxes should be crossed. Most of the vocabulary was familiar although *Verkehrsamt* was by no means universally known.

### Question 3 (Dealing with Problems)

This crossover question proved very accessible to most higher tier candidates, many scoring full marks. The most straightforward answer was to Q6d; most candidates realised that Martin did not like English food.

### Question 4 (Family)

This crossover question proved very accessible to most higher tier candidates. Most candidates coped well with this new question type, realising that in most cases there were only two answers that were possible in the context. Some candidates 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. The main difficulty proved to be *Schlittschuhe* although this was much better known than at foundation tier.

### Question 5 (Friends)

Questions which focus on adjectives always discriminate quite well at this level and this year was no exception. The majority of candidates were able to cope with *fleißig* and *schüchtern*, although *frech* was known only to about half of candidates. The concept of past and present characteristics caused difficulty for some. This type of question merits practice as it will feature in future examinations.

### Question 6 (Exchange Visit)

This question type featured on the previous specification but is now more accessible with English language sentences, which was reflected in the overall marks gained. Many candidates scored 2 or 3 marks here but only a small minority gained full marks. Few recognised that according to the interview all the German students learn English, rather than most. Many interpreted *unser Englandaustausch ... findet seit 50 Jahren statt* wrongly, assuming that 50 students took part in the exchange.

### Question 7 (Exchange Visit)

Despite the difficulty of parts of the listening material marks were quite high here, partially due to the multi-choice test type. Responses required global comprehension rather than focusing on specific details. The most problematic answer was Q7b but even here most candidates realised that the English pupils would have liked to stay longer.

### Question 8 (Travel to Rome)

Candidates coped well with this new test type. Q8i and Q8ii were universally well answered. However in answering Q8iii many heard *am Bahnhof zu essen* but did not appreciate that this was preceded by *ich hatte vergessen*. Similarly in the last part some did not hear the negative in *gar nicht müde* or the positive comment that *der Zug war so bequem*.

### Question 9 (A Restaurant Visit)

The last two questions on this paper proved to be excellent discriminators. Weaker candidates failed to cope with the more open-ended format and, even if they understood the listening material, did not answer with sufficient precision to be awarded the marks. *Gegenüber* was known by few candidates; most wrote *near the cathedral* which was not accurate enough. Few candidates understood *Blog* even though it is a cognate word or were able to link it to a German friend, both elements being necessary to gain the mark. Few appreciated the attractions of the range of dishes on the menu although more understood that for €15 you could get a 3 course meal.

### Question 10 (A Restaurant Visit)

Very few candidates scored more than half marks here. Most did not realise that it was specifically the soup that was salty and therefore lost the mark. *Aussicht* was known by few candidates. Although many appreciated that there was a student reduction not all quoted the 10% necessary to gain the mark.

# Grade Boundaries

Raw Mark boundaries

Max Mark	A*	A	B	C	D	E
40	33	29	25	22	16	13

Uniform Mark Scale boundaries

Max Mark	A*	A	B	C	D	E
60	54	48	42	36	30	27

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