

Examiners' Report /
Principal Examiner Feedback

Summer 2012

GCSE German (5GN01) Paper 1H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. 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 for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

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 2012

Publications Code UG032321

All the material in this publication is copyright

© Pearson Education Ltd 2012

Examiner Report

The majority of candidates had been correctly entered at Higher Level. The best 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 with reference to past, present and future events. They were able to offer precise answers on the final two questions. However, there were many candidates whose answers to the last two questions were far too vague to gain any credit. Crossover questions were tackled more confidently at this level.

It is important that candidates are advised on how to best utilise the five minute preparation time before the playing of the listening material. In many cases this time can be used to narrow down the choice of possible answers. Candidates need to take care over the presentation of their work as there are still a number of illegible answers. When crossing out sections candidates must make it absolutely clear what their final answer is supposed to be.

Question 1 (Shopping problems)

This crossover question was answered very well by most Higher Tier candidates, the majority scoring full marks.

Question 2 (Booking a flight)

Most Higher Tier candidates scored highly here, gaining at least 3 marks. However, even at this level the time proved a stumbling block for many who were unable to distinguish between 16.15 and 06.50. The time is a topic which would merit further practice. Less surprisingly, many candidates misinterpreted *übermorgen* as meaning tomorrow. Candidates coped well with this relatively 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.

Question 3 (Job advert)

This crossover question differentiated quite well, even at Higher Level. Many of the issues faced by Foundation candidates also applied here. In selecting when applicants must be prepared to work many candidates selected the distracter *ist das Wochenende immer frei* and missed the correct answer *bereit, ab und zu abends zu arbeiten*. Many selected the past tense information *ich habe schon gestern Ihre Website angesehen* instead of the correct information, what Peter is going to do today.

Question 4 (Family)

Most Higher Tier candidates performed well on this crossover question. Family is a very familiar topic to all candidates and this showed in the answers, most candidates scoring 3 or 4 marks. Adverbs of frequency were well known and as a consequence few candidates were confused by the distracters used.

Question 5 (In town)

This exercise caused few problems for stronger candidates. Most candidates were able to identify the correct four places. However, not all understood the correct time frame and did not know which places had already been visited and which were being visited on the next day. This type of question merits practice.

Question 6 (Windsurfing)

Despite the complexity of the language on this higher grade question, marks were quite high here, partially due to the multi-choice test type. Nearly all candidates answered Q6i correctly, although performance on the other parts of this question was more variable. In Q6ii many correctly heard *der Ort* or *das Surfvetter* but missed the all-important *spielen keine große Rolle*. In Q6iv many missed the vital *nur für Anfänger* or were misled by the distracter *Topsurfer suchen mehr Abenteuer*. This question differentiated well between the higher grade candidates, stretching those of A and A* ability.

Question 7 (Windsurfing)

Many candidates scored 2 or 3 marks here but only a small minority gained full marks. The language was taxing, making the question an effective vehicle for differentiating the very top candidates from the rest. Unsurprisingly many candidates struggled with *Mitte der 60er Jahre*. Others assumed that the final of the competition had originally been scheduled for Monday rather than moved there because of weather conditions.

Question 8 (Weather)

The vast majority of candidates coped well with this test type. Full marks were scored by many. Candidates are advised to use the 5 minute reading time to narrow down the choice of possible answers in order to make it easier when they hear the listening material. Q8ii, Q8iii and Q8iv were almost universally correct. About half of candidates guessed the answer to Q8i to be *since records began*. Careful listening to the report would have indicated *seit Anfang des Jahres* to be the key phrase.

Question 9 (Partner school)

Just as last year the last two questions on this paper proved to be excellent discriminators. Lower grade 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. In Q9a there were too many vague answers e.g. to learn about the culture. The relevant information was not too difficult to understand, namely *über das Leben der Kinder informieren, Bücher schicken* and *ein Austauschprogramm gründen*. In Q9b few candidates appreciated that the website was set up to share photographs. Of those who did, some lost marks because they were too prescriptive in describing the types of photographs e.g. by mentioning photos of a new school building. In Q9c many candidates made an assumption about Africa by stating that there was no internet rather than mentioning that it frequently did not work properly.

Question 10 (Partner school)

This was answered slightly better than Q9 by most candidates. Q10a and Q10d were correct in about 50% of papers. Only a minority understood that the children were well-behaved. Many assumed *artig* to mean arty. In Q10c many did not notice the word "usually" in the question and mentioned going on day trips. However, there were also many correct answers.

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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG032321 Summer 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

