

Examiners' Report/
Principal Examiner Feedback

Summer 2013

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

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

The majority of students performed well on most of the paper. The questions that were intended to discriminate did so effectively. There was evidence of some good listening and examination skills. The performance of lower scoring students was characterised by lack of attention to detail, misreading of questions and vague answers based on the identification of single words rather than listening to the extract as a whole. There were many students whose answers to the last two questions were far too vague to gain any credit. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage students to finish the paper, and those individual questions follow the sequence of the text and thus appear in chronological order. It is important that students are advised on how to best use 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.

Many of the comments made in previous reports still apply. For the Higher Tier paper it is essential that students have the opportunity to practise global listening techniques. The strongest students 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. Examiners are unable to award marks if they cannot read a student's handwriting. When crossing out sections students must make it absolutely clear what their final answer is supposed to be.

Q1 (Directions)

This crossover question was answered very well by most Higher Tier students, the majority scoring at least 3 marks. A few students failed to realise that Lutz had to turn left before reaching the river. 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.

Q2 (Job advert)

This crossover question also caused few problems for higher tier students. As on the Foundation paper, lower scoring students did not recognise *Strand* and interpreted *fleißig* as meaning flexible. Students coped well with this question type, realising 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.

Q3 (Accommodation)

The vast majority of students coped well with this test type. Full marks were scored by many. Students 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. Q3(ii) proved more challenging than the other parts. Many students wrongly assumed that the room must have been dirty if Frau Schiller was phoning up to complain.

Q4 (Rail Travel)

Many students scored 2 or 3 marks on this A* question but only a small minority gained full marks. The language was complex, making the question an effective vehicle for differentiating the very top students from the rest. Wrong answers occurred when students had understood one or two words of a sentence, just enough to draw the wrong conclusion. A prime example of this was answer F; many realised that Sebastian emailed friends but did not realise that this was during his holiday rather than beforehand.

Q5 (Rail Travel)

Marks were quite high here for a question targeted at Grade A*, partially due to the multi-choice test type. However students should realise that at this level they will have to make deductions to arrive at the right answer. In Q5i some assumed that foreigners were likely to be rude rather than deducing from *die Einwohner der Stadt ... haben uns alle angesprochen und unsere Fragen gerne beantwortet* that the people of Prague were friendly. In Q5(ii) a substantial minority assumed incorrectly from *der Zug hatte vier Stunden Verspätung* that the journey lasted 4 hours. The last two parts of the question of the question were answered correctly by the majority of students.

Question 6 (Music)

This crossover question was answered successfully by the vast majority of Higher Tier students.

Q7 (New Technology)

Most students coped well with this crossover question. Even the most problematic item of vocabulary *Tastatur* was known by about three quarters of Higher Tier students.

Q8 (Lifestyle)

This exercise caused few problems for stronger students. Most students were able to identify the correct four answers. However, not all understood the correct time frame and did not know what happened last year and what was happening this year. This type of question merits practice as it will undoubtedly feature in future examinations.

Q9 (Au pair)

Just as last year the last two questions on this paper proved to be excellent discriminators. Weaker students 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. There were, however, some excellent performances from better students who were able to supply the detail and accuracy required at this level. Their answers were characterised by listening to the whole extract rather than honing in on individual items of vocabulary. Many students did understand the gist of the extract, but lack of attention to detail often cost them marks.

In Q9(a) many students understood that people with experience were being sought although many fewer identified language skills as the other requirement.

In Q9(b) *erste Hilfe* was understood only by the highest scoring student; the majority produced vaguer answers about looking after children.

In Q9(c) *Lebenslauf* proved a good discriminator.

Q10 (Au pair)

Q10(c) proved by far the most accessible part of this question.

In Q10(a) many students understood the basic time phrase *zehn Monate* but failed to realise that this was the extra time that Judith spent in Brighton.

In Q10(b) surprisingly few were able to draw together the elements *Morgenroutine*, *Spaziergang am Meer* and *hat mir gut gefallen*. Common wrong answers involved going to the park which was mentioned in the transcript but in a negative light (*ging mir auf die Nerven*).

Q10(d) proved troublesome to all but the strongest students but as such proved a good discriminator.

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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