

Examiners' Report/
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE
in German(5GN01/1H)
Paper 1H: Listening and
Understanding in German

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GCSE German
Unit 1H Listening and Understanding in German
Examiners' Report

General comments

The majority of candidates performed well on most of the paper. The questions that were intended to discriminate did so effectively. The performance of weaker candidates 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. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage candidates to keep going to the end, and that individual questions follow the sequence of the text and thus appear in chronological order. Many students had used the five minutes reading time well (underlining key words in the title, rubric and questions, annotating questions) generally using the time to anticipate what they were about to hear.

Many of the comments made in previous reports still apply. 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 to give precise answers on Q4, the open-ended English questions. 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 supposed to be.

Question 1 (Leisure activities)

This crossover question was answered very well by most Higher tier candidates, almost half scoring at least 3 marks. The majority were able to choose the correct activities and in addition Higher tier candidates were more successful in identifying the correct time frame.

Question 2 (A day out)

This crossover question was answered much more successfully on the Higher paper, most candidates scoring at least 3 marks. The most challenging part was Q2(i) because the answer was deeply embedded within the text.

Question 3 (School)

This question proved accessible to most candidates. The most difficult part was Q3(iii) – a substantial minority of candidates did not register the negative in *überhaupt nicht schwer* . .

Pleasingly most candidates demonstrated the ability to listen to the whole sentence rather than just tick answers based on the identification of single lexical items.

Question 4 (Staying in Berlin)

As always this question type proved to be an excellent discriminator. 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. There were, however, some excellent performances from better candidates 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 just homing in on individual items of vocabulary. In Q4a(i) many candidates correctly identified the nightlife as an attraction but far fewer mentioned the historical sights. Many answers included vague references to history but not precise enough to be credited. In Q4a(ii) many candidates recognised the cheap price as appealing to young people but far fewer included the essential detail that the shuttle bus into town was free. Many weaker candidates assumed that meals and excursions were included despite clear indications to the contrary (*Mahlzeiten und Ausflüge kosten extra*). The most accessible question proved to be Q4b(ii), the vast majority recognising that the staff were helpful. In Q4b(iii) the majority of candidates realised that Fabio was impressed by the breakfast buffet but far fewer mentioned the fact that he would book the same hotel if he were to visit Berlin again. *Viel besser als in den meisten Hotels* could not be credited separately as it related back to breakfast.

Question 5 (Family)

This crossover question was answered well by most Higher level candidates. However, even at this level about one third of candidates did not make the connection between *Vati sagt nicht viel* and being quiet. All other parts of the question were answered correctly by the vast majority of Higher tier candidates.

Question 6 (A new café)

This crossover question was answered very well by most candidates at Higher level.

Question 7 (Technology)

This question caused few problems for stronger candidates. Most taxing proved to be Q7(iii), a minority of candidates failing to make the connection between *Solarenergie* and the environment.

Question 8a (Running)

Many candidates scored 2 or 3 marks on each section of this question 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. Candidates not only had to identify the correct statements but also to allocate the statements to the correct speaker. Where errors occurred it was usually because of choosing the wrong statements rather than the wrong speaker. Some candidates struggled to recognise familiar vocabulary in an unfamiliar context.

Question 8b (Training for a race)

This demanding question required candidates to listen for detail as well as draw conclusions based on global comprehension. It was encouraging to see many candidates gain 2 or 3 marks here. Q8b(iii) proved the most taxing for many candidates, probably because of the negatives (*Das härteste Training bringt nichts, wenn man keine Pausen macht*).

Key factors contributing to success on this paper were:

- thorough knowledge of vocabulary on all the prescribed topics
- reading rubrics carefully

- listening to the passage as a whole rather than concentrating on individual words
- clear expression in English
- basing answers on facts in the listening materials rather than suppositions based on candidates' own ideas and experiences
- recognising negation and partial negation.

Grade Boundaries

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