

Examiners' Report/
Principal Examiner Feedback

Summer 2014

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

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GCSE German
Unit 1 Listening and Understanding in German
Examiner Report

Paper 1F – Listening and Responding

For the most part, centres entered their candidates appropriately at Foundation level. More candidates entered at Foundation Level this year compared to previous years. The targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list. 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. 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. Students performed well across the paper as a whole 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. Weaker candidates were able to identify key words and messages from topics with which they were familiar. The questions which require the recognition of single lexical items or short phrases were well done, although some individual items of vocabulary caused problems. Candidates need to develop the skill of listening for gist and to understand simple sentence structure to help them improve their listening skills.

It is important that candidates use the five minute preparation time before the playing of the listening material appropriately. In many cases this time can be used to narrow down the choice of possible answers. Candidates should be encouraged to attempt all questions; the importance of having a go cannot be over-stressed.

The performance of more able students was characterised by careful reading of the questions, listening to the whole rather than just individual words, a sound knowledge of core vocabulary, recognising the use of negation and applying logic.

Question 1 (Hobbies)

This question was intended to give candidates a confident start to the paper. Hobbies is a much taught and practised topic and as such caused few problems to candidates, many scoring full marks on this question which tested individual vocabulary items within a familiar context. *Fußball* was almost universally known. Rather surprisingly *lesen* proved problematic for a minority of candidates.

Question 2 (In the café)

This is a very familiar topic at this level and was answered well by most candidates. However, a significant minority had difficulty with some of the vocabulary used. Two staples of the German diet (*Wurst* and *Hähnchen*) proved beyond about 20% of candidates.

Question 3 (Internet)

This crossover question unsurprisingly proved very taxing for Foundation Level candidates. Most successfully done was Q3ii although many candidates did not know such a basic item of vocabulary as *Abend*. The importance of listening carefully was illustrated in Q3iii. Very few noticed the mention of tomorrow in the question and instead went for the distractor *oft*. Centres are reminded that, particularly in crossover questions, all areas of the core vocabulary are likely to be tested.

Question 4 (Getting to the shopping centre)

This crossover question was answered quite well by most Foundation candidates, perhaps due to the test type. It was pleasing to note that few candidates crossed more than four boxes this year. *Kreisverkehr* proved to be the most difficult item of vocabulary although the context made its meaning clear to many. The importance of placing vocabulary within context cannot be emphasised highly enough. Weaker candidates heard the word *Autobahn* and assumed that Q4i must be a correct answer without understanding the wider context.

Question 5 (Work Experience)

This crossover question proved taxing at Foundation level as it asked candidates to deduce simple conclusions from the statements given. Most accessible was Q5ii whilst Q5i was answered correctly by a very small minority.

Question 6 (Weather)

Although this is a very familiar topic this question requiring nothing more than comprehension of key words produced mixed results. As one would expect, *sonnig* was almost universally known and *Regen* produced few problems. On the other hand only a minority were familiar with *Wolken* and *Nebel*.

Question 7 (Family)

The first two parts of this crossover question were answered well. Candidates proved able to deduce correct answers from context. Few knew *reden* in Q7iii. Predictably, the significance of *nie* in Q7iv was missed by more than half of candidates.

Question 8 (Shopping Problems)

This crossover question was answered well in most cases. Many candidates realised that in most cases there were only a limited number of answers that were possible in the context. Some candidates sensibly wrote the possible choices on the paper during the 5 minute reading time before making their final decision on hearing the listening material. Q8i and Q8ii caused few problems. However, in Q8iii many were unable to associate *hellblau* with colour and *Portemonnaie* proved taxing to all but the most able.

Question 9 (Transport)

This is a very familiar topic which often features at Grades F/G. It was well answered by the vast majority of candidates, although *U-Bahn* was less well known than the other modes of transport.

Question 10 (School)

This question proved a good discriminator as weaker candidates find these open-ended questions very taxing. Only the very best Foundation Tier candidates scored many marks here. *Pünktlich* in Q10i and *leicht* in Q10iii were key words known only to the best of candidates. Rather surprisingly many could not identify *erste Stunde* as the first lesson.

Grade Boundaries

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