

Examiners' Report/
Principal Examiner Feedback

Summer 2014

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. 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. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 2014

Publications Code UG038973*

All the material in this publication is copyright

© Pearson Education Ltd 2014

GCSE German
Unit 1 Listening and Understanding in German
Examiner Report

Paper 1H – Listening and Responding

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 Question 4, 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 (Family)

This crossover question was answered very well by most Higher Tier candidates, the majority scoring at least 3 marks. A number of candidates failed to notice the negative *nie* in Q1iv but all other parts were overwhelmingly correct.

Question 2 (Internet)

This crossover also caused few problems for higher tier candidates. A minority of candidates did not notice the focus on tomorrow in Q2iii; others did not know *drucken*. Centres would be well advised to ensure that they cover all areas of the minimum core vocabulary on which these crossover questions are based.

Question 3 (Weather)

Only the most able of candidates coped well with this question. It is important to stress the need to listen to the whole sentence rather than just tick answers based on the identification of single lexical items. 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. Q3i proved most taxing. In Q3iii weaker candidates focused on *€ 3 Millionen* and did not notice the qualifier *über*. More able candidates realised the significance of *werden erst in einem Jahr fertig sein*. In Q3iv living in cheap hotels did not count as improving living conditions.

Question 4 (Violin lessons)

Just as last year this question type proved to be an excellent discriminator. However, this year's topic was more accessible to most. 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. Q4a and Q4b were answered well by most. Very few candidates were awarded the full 2 marks for Q4c; weaker candidates did not know *Klavier* which was often interpreted as clarinet. Very few realised that the piano lessons predated starting violin lessons. Q4d was answered well even by weaker candidates. Many candidates had clearly had bad experiences with the violin. One of the most popular incorrect answers for Q4e was "buy earplugs". Few candidates appreciated the high demand for violinists in Q4f. Too many candidates offered vague answers about youth orchestras or Paris.

Question 5 (Shopping Problems)

This crossover question was answered well by most Higher Level candidates. Q5i and Q5ii caused few problems. Even at this level some candidates were unable to associate *hellblau* with colour and *Portemonnaie* proved taxing to all but the most able.

Question 6 (Getting to the shopping centre)

This crossover question was answered well by most candidates at Higher Level. A few weaker candidates struggled with *Kreisverkehr* but the remaining vocabulary proved accessible to nearly all candidates.

Question 7 (A Visit to London)

This exercise caused few problems for stronger candidates. In Q7ii some candidates fell for the distractor maybe because of personal experience of airports. Global comprehension is crucial at this level rather than focusing on individual items of vocabulary. Rather surprisingly many candidates did not identify *weil mein Koffer zu schwer war* as a problem with her luggage.

Question 8 (Restaurants)

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. Wrong answers occurred when candidates had understood one or two words of a sentence, just enough to draw the wrong conclusion. Many candidates assumed that because Thursday is Veggie Day no meat dishes would be served. Students get a discount on Veggie Day is a logical answer but unfortunately incorrect in this case. Answers to Q8ii were on the whole slighter better than for Q8i. This question emphasised the importance of listening to what is actually said rather than relying on assumed knowledge of the topic.

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>

