

# Examiners' Report Summer 2007

GCSE

## GCSE German (1231)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk).

Summer 2007

Publications Code UG 019194

All the material in this publication is copyright

© Edexcel Ltd 2007

## Contents

	Page
1. Paper 1F - Listening and Responding	5
2. Paper 1H - Listening and Responding	7
3. Paper 2F/H - Speaking	11
4. Paper 3F Reading and Responding	15
5. Paper 3H -Reading and Responding	19
6. Paper 4F -Writing	23
7. Paper 4H - Writing	25
8. Paper 4C - Written Coursework	27
9. Statistics	29



## Paper 1F - Listening and Responding

Examiners were pleased to see that centres had once again entered the vast majority of candidates at the appropriate level. Candidates had been well prepared for the paper and understood the demands of the various question types. The Foundation paper was tackled quite well by most candidates and differentiated well between candidates of varying abilities. Weaker candidates were able to identify key words and messages from topics with which they were familiar. At the higher end of the scale candidates were able to demonstrate more advanced listening skills such as identifying opinions.

It is important that candidates should be properly prepared to listen for more than key words. They need to develop the skill of listening for the gist and to understand sentence structure to help them improve their listening skills. It is also important that candidates be properly rehearsed in the best way to use the five minute preparation time before the playing of the tape. Candidates should be encouraged to attempt all questions; the importance of having a go cannot be over-stressed. Centres are reminded that copies of past papers are available and that these are an invaluable resource in preparing candidates for the examination. This year's paper differentiated well, producing performances on a par with past years.

### Questions 1-5 (Im Haushalt)

This question caused rather more problems than equivalent questions in previous years although all the vocabulary tested was very frequently taught household items, all contained within the minimum core vocabulary. Although virtually every candidate knew *Fernseher* the other targeted items were unknown by a significant minority. Difficulties with *Herd* and *Teppich* were perhaps to be expected but *Tisch* should surely be known by all.

### Questions 6-10 (Freizeit)

Candidates coped well with this accessible topic which tested very familiar vocabulary. Many scored full marks. The very weakest had problems with *ich lese* and *Schach*.

### Questions 11-15 (Schulfächer)

Most candidates scored well on this question although *Werken* was known only to the minority of candidates. As usual *Erdkunde* was confused with *Geschichte* by some candidates. Some failed to notice the distractor in Q15 (*Chemie ist schwer*).

### Question 16 (Medien)

This crossover question proved relatively accessible to many better Foundation Tier candidates. At C Grade candidates must be able to extract details and points of view from language spoken at normal speed. Surprisingly the least accessible answer proved to be Q16(e) which required candidates to spot the link between *mag nicht* and *hasse*.

### Question 17 (Sport)

This crossover question produced some good performances from most candidates. Despite an element of guesswork from weaker candidates it was possible to discern which vocabulary items were better known. Most candidates were able to cope with *Skifahren*, *Turnen* and *Reitschule* proved good discriminators at this level.

### Question 18 (Job)

This crossover question often caused problems at this level, the majority of candidates failing to score more than 2 marks. Note-taking is a useful skill which needs practice even at Foundation Level. A minority answered one or more parts of this question in English, for which they could be awarded no marks. Many candidates were unable to render *Kellner*, *Hemd*, *grün* or *schwarz* sufficiently accurately to score marks. *Keller* was frequently suggested as a job. Although the adjective *nächsten* was not required with *Samstag* to gain a mark, some candidates lost out by including *jeden* or *letzten*, both of which were clearly wrong. As always prices caused some difficulties for weaker candidates, frequent answers being *59* or *9,15*.

### Question 19 (Ein neues Haus)

This question proved a good discriminator at crossover level. Most candidates were able to link *uninteressant* with *langweilig* in Q19(c) and also *es gibt nicht viel Platz* with *klein* in Q19(a). Few candidates at this level were able to deduce that if Uta now lives *auf dem Lande* she no longer lives in town.

### Questions 20-24 (Urlaub)

These questions were targeted at Grade F and therefore proved very accessible for most candidates. The only problem identified was *Wohnwagen* which was often assumed to be a flat.

### Question 25 (Michael Ballack)

As usual the English questions proved quite taxing for the majority of candidates although most gained some marks, principally for the third part of this question. However some candidates thought *drei* means two or that *Kinder* was the same as siblings. Only a small minority was able to identify the year of Michael Ballack's birth as 1976 or the attraction of earning money by playing football. Surprisingly few were able to identify *viele* as many.

### Question 26 (Tourist Information)

The majority of candidates were able to identify *Einzelzimmer* as a single room although the remaining parts of the question proved more taxing and therefore a good discriminator, particularly as a significant minority scored well. *Das Restaurant ist wunderbar* was known to many, unlike *gegenüber*. Many candidates suggested that the hotel was near the town hall, which is true but not precise enough to gain a mark. Most failed to appreciate the importance of *wo* in *wo kann ich ein Auto mieten?*

## Paper 1H - Listening and Responding

This paper enabled most candidates to demonstrate their skill whilst at the same time discriminating effectively between candidates of differing abilities. The best candidates displayed a high level of comprehension and listening skills, together with an ability to express themselves accurately. Although the majority of candidates had been correctly entered for this paper there was a sizable minority who would have scored more highly overall if they had taken the Foundation Tier paper. The vast majority of candidates had been well prepared for this paper and clearly understood the demands of the different question types. Copies of past papers are available and are an invaluable resource when preparing for the examination.

At this level candidates must be given the opportunity for adequate practice in developing more global listening techniques. Some weaker candidates were unable to go beyond listening for key words. This paper requires from candidates an ability to show understanding in a variety of topic areas. The strongest candidates 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 in the demanding final section. Crossover questions were tackled more confidently at this level.

Unfortunately there are still a large number of illegible answers. This, compounded with a poor standard of German spelling, made it difficult on occasions to assess answers written both in English and in German. Examiners are unable to award marks if they cannot read a candidate's handwriting. Candidates would also be well advised to use black ink for their answers. Lighter shades of blue can often be difficult to read.

### Question 1 (Sport)

This crossover question was generally well answered at the higher level. *Turnen* was the one sport that caused difficulties for a significant number of candidates.

### Question 2 (Job)

Despite inaccuracies in spelling this crossover question was much better answered at higher level. The most difficult section proved to be the uniform in Q2(c). Some candidates were unable to spell *grün* and *schwarz* sufficiently accurately to be awarded the marks. Many Grade C candidates also had difficulties with the price €9,50.

### Question 3 (Schlafen)

This question, targeted at Grade A, proved much more accessible than the equivalent question on last year's paper. The links between targeted vocabulary were in most cases relatively simple for this level. Most candidates were able to see the connection between *optimal* and *die richtige Zeit* and between *vormittags* and *elf Uhr morgens*. Q3c proved most taxing, requiring candidates to spot the link between *nicht mehr als eine halbe Stunde* and *maximal 30 Minuten*. It is pleasing to note that candidates are now tackling this question format with more confidence, particularly as it will continue to feature in future examinations.

#### Question 4 (An der Küste)

This question produced a wide range of marks. More able candidates were able to use the 5 minutes preparation time to narrow down the possible answers for each part of the question by identifying which part of speech was required. Candidates must realise that their suggested answer must make sense in the context. The most frequent correct answer was Q4a which involved linking *schwimmen* and *Surfschule* with *Wassersport*. The other parts of the question were answered correctly by about half of candidates, apart from Q4e where the link was somewhat trickier, between *wenn keine Urlauber da sind* and *die Stadt ist leer*.

#### Question 5 (Schule)

Stronger candidates made a fair attempt at this section, but weaker candidates achieved very little. Some candidates were unable to distinguish between advantages and disadvantages and therefore lost marks. Although accurate spelling was not required in most cases it had to be close enough to make meaning clear, which was not the case with many answers. Centres would be well advised to practise this type of question. Many candidates were able to transcribe *der Abend ist frei* and *Schule beginnt sehr früh* sufficiently accurately to gain marks. However many failed to make clear that it was parents who could work all day or that students are tired at the end of the week and not at the end of each day.

#### Question 6 (Meine Schwester)

This Grade B question was answered well by most able candidates. The most taxing links were between *unordentlich/ in ihrem Zimmer gibt es immer Chaos* and also between *sie arbeitet viel/ fleißig*.

#### Question 7 (Ein neues Haus)

Although this was a crossover question it was not without challenges for the more able candidate. Fewer than half of all candidates were able to deduce that Uta no longer lives in town if she now lives *auf dem Lande*. The other parts of the question were well done.

#### Question 8 (Medien)

This crossover question was answered very well at this level.

#### Question 9 (The Limburg Fair)

The final two questions were the most demanding on the paper, being targeted at the A\* grade. The importance of including all necessary details in clear English cannot be overemphasised. Candidates should understand that a one word answer is rarely sufficient at this level. Many candidates lost marks because they included only some of the necessary information or could not phrase their answers sufficiently clearly.

Candidates fared slightly better on this question than Q10 although the question differentiated well, only the very best scoring highly. Many candidates scored their only mark on the first part of the question although some failed to make clear that it was the largest fair in Europe and not just in Germany.



Very few indeed were able to identify the contrast between the hi-tech rides and the historic architecture or that the rides are allowed to run until 2a.m. this year. *Außerhalb* was known only to the minority of candidates, the majority suggesting that it would be a good idea to park in the town.

#### Question 10 (Die Toten Hosen)

This question differentiated well between the very best candidates, for whom it was intended, and the rest of the cohort. The most accessible answer for most candidates proved to be the complicated lyrics of the song *Die Behauptung*. Indeed for many it was the only mark that they gained. Better candidates understood that production of the album was delayed because of the birth of the singer's son. Very few appreciated why the demos were recorded on Ibiza. Most thought it was because winter in Germany is cold or because of the club scene on Ibiza. The word *überrascht* was largely unknown, many candidates guessing that the recording had been rushed. The last question proved demanding. Few candidates appreciated that the video producer understood the original song and conveyed this in his video.



## Paper 2F/H - Speaking

There were no changes to the 2007 paper compared to the previous year regarding timing, format, number of tasks required to complete and assessment criteria.

This year's paper in general was felt to be comparably accessible to all candidates at the appropriate level compared to previous series. The standard of German heard continues to be good and remains equal to that achieved in previous years. However, the impression was that there were fewer outstanding candidates and at the same time, fewer very weak candidates entered.

Generally speaking, there was an improvement of administration of the test by the centres with fewer rephrasing of unpredictable questions in the B and C role plays by the Teacher Examiners. However, there are still a few, but significant, timing errors in the conversations in spite of clearer instructions in the Teacher Examiner's Handbook. As clearly stated in the rubric, candidates are penalised for excessively long (or short) conversations and this is entirely the responsibility of the Teacher Examiner. The Foundation conversation is a maximum of 5 minutes and the Higher one 7. Each of the two topics should have about half the time allocation. If this is ignored then the candidate will not be able to score maximum marks as they will not be fulfilling the criteria as set out in the Specification and Instructions Handbooks. The quality of recordings does still tend to vary, which is very frustrating and time consuming for the moderator/examiner. "Only mark what is heard" is the instruction to examiners, so it is important that centres check their recording equipment carefully to ensure maximum clarity of recording. It is good to note that the incidents of extraneous noise from surrounding classrooms, corridors, pupils etc are not as much a problem as in previous years.

### Role Play A

The format and icons remain familiar and generally speaking, clear. Interpretation of icons is flexible within the appropriate context - e.g. for an icon of a hot drink, "Kaffee", "Tee" or "Schokolade" would be accepted. However, it was generally felt that pronunciation was weaker this year than in previous years with "Tee" pronounced as "Tea" (A2 & A6), "Hallo" not even sounding vaguely Germanic at times, "bitte" pronounced as if there were not "tt" in the middle and "mochte" and "möchte" still interchanged.

A1 - Most candidates requested "Schuh/e" or "Socken". Some fell for the anglicised "sock", for which no marks could be awarded. Also, candidates frequently asked for just one of the items (rather than a pair). Few attempted "Gürtel". Candidates still have difficulty asking for "Wo ist die Kasse?" "Geldtisch" was an imaginative, but unsuccessful utterance.

A2 - Most candidates asked for "Frites". "Tee" was frequently anglicised and "Was kostet das?" was often rendered as "Was kostest dat?" or "Wie viel kostet?" "Wie ist der Cost?" or even "Was ist der Kosten?" were also often heard.

A3 - "Bananen" (some anglicised pronunciation) was most popular, with "Erdbeeren" seldom heard and "Birnen" almost never. Some candidates asked for extraordinary amounts such as 5 Kilos. Euro was often mispronounced.

A4 - Nearly all candidates tried to buy a T-shirt. There were few "Kulis" and no umbrellas.

A5 - Many candidates asked “Haben Sie Zimmer frei?” “Nächte” was usually recognisable, but garbled. “Dusche” was often pronounced in the French way, and therefore scored no marks.

A6 - proved to be the most successful of the role plays.

### Role Play B

These were clearly more challenging for the Foundation than for the Higher candidates, who generally coped well with the predictable as well as the unpredictable tasks. They represent an entry level for the Higher candidates and plateau for the Foundation ones. As in previous years, some significant number of candidates still find difficulty in forming questions. Each B Role Play has at least one question in it, so this is an area worth considering when teachers prepare candidates for the exam.

B1 - “Geschenk” was hardly known. “Gift” was heard occasionally, (which brought a smile to the examiner/moderator). “Wen” was often unknown. Pronunciation of Euro varied.

B2 - The message was often communicated, but the word order was not always correct. Most candidates wanted to go to the cinema. “Möchtest du Club gehen?” was a possible solution. “Bushaltestelle” was better produced than previously, but few could say “U-Bahnstation”. Only better candidates were able to give the correct time.

B3 - Some candidates interpreted “Brot/Brötchen” as “Wurst”, but this was accepted. Few were able to ask the question of what time school begins correctly - there was a range of replies, but not many beginning with “wann” - “Was does die Schule beginnt?” was a partial reponse, as was “Wann hat die Schule beginnt?” or even “Wann is geöffnet der Unterricht?”. “Wann das Schule beginnt?” was accepted. Most wanted to go to the cinema.

B4 - Many students forgot to say “frei” and could not be awarded marks. Only Higher Level candidates remembered “Treppe”, so it was more by luck than judgement that a correct intonation of “Lift” gained many candidates the mark.

B5 - Most candidates wanted to go to the castle, but many did not know “wann” or “geöffnet” so used “auf” or “offen” instead. Once again, the asking of questions in role plays proved difficult. Few, if any, candidates asked to go by tram.

B6 - Most candidates dealt with this role play well. The expected wrong reply of “menu” came up (rather than “Menü”) and “Speisekarte was known, but often as “Spiesekarte”, which was accepted.

B7 - Most candidates wanted to go to the castle and most bought a CD (usually correctly pronounced), but “Buch” was also to be heard. Here is an example of the importance of the quality of the recording to distinguish from the anglicised “book”. However, “Bushalt”, Bushalbstelle” and “Wo ist ein Zug?” demonstrate that this question is still not an easy one for some candidates.

B8 - Very few candidates surprisingly were able to express what they like doing. They tended to say what they would like to do and used “möchte”, or got muddled with the tenses - “Ich Fußball gespielt” or “Ich gern ferhsehen” or “Ich spiel Sport” or “Ich möchte ins Kino”. The fine difference between “I like” and “I would like” is often overlooked. Many were able to answer the unpredictable question, but a significant number came up with a specific day.

### Role Play C

In these role plays the Teacher Examiner’s examining skills are crucial in helping to facilitate the best candidate performance. Top marks can only be achieved where the candidate “takes the initiative and expands” (Assessment criteria - Role play C). Candidates should not treat this role play as they do a B role play and give single utterances to try to fulfil the task. Single sentences rarely indicate initiative or expansion. Candidates should be looking to give 2 or even 3 pieces of information per task - this may not always be possible, but each role play will offer enough opportunity for demonstrating linguistic ability. Most of the C role plays require the formulation of questions and candidates still demonstrated significant difficulties in formulating them at times. Regular requests such as “Wann und wie können wir Sie erreichen?” und “Persönliche Angaben?” were often only partially answered, or not understood at all. It is vital to read the rubric carefully in the preparation period, so as to think through suitable responses.

C1 - This tended to be the least encountered role play. The third utterance proved difficult as in response to what the candidate likes doing, they tended to answer with “möchte”.

C2 - Very few candidates knew the word for luggage or suitcase and were not able to say that it had not arrived. The majority said they had lost their bag - “Ich habe meine Tasche verloren”, or “Ich kann meine Tasche nicht finden”. Several only gave their phone number as a personal detail.

C3 - Many candidates did not ask for an appointment and then had symptoms which would make it difficult to visit a doctor such as a broken leg or even “Baumschmerzen”! Many found it difficult to separate the information required in tasks 2 and 3.

C4 - Again, it was the tense that proved difficult, with candidates saying what they would like to do, rather than what they actually did. Many did not understand “gefallen” in the final task.

C5 - “Geschenk” was not often known and candidates often found it difficult to say they had left something in the shop. Words like “verlosen”, “verlassen” and “verlesen” were often used. In task 3 a large proportion described the present rather than the sales assistant! This caught out even very good candidates.

C6 - The first utterance should have been expressed as a question, which many candidates failed to do. Task 3 was often misinterpreted as a specific problem to do with food (cold chips, too much salt, rather than as a general problem - i.e. vegetarian, food allergies). But marks were awarded where possible. Weaker candidates did not understand “Arbeitserfahrung”.

C7 - Again, the food tended to be cold. The only stimulus for task 4 was in the candidate's instructions, which threw some candidates as well as Teacher Examiners. Task 2 required some imagination.

C8 - Some weaker candidates struggled with unpredictable elements generally. Task 3 was where candidates were tempted to simply describe their family instead of saying what they were doing. Task 4 was sometimes misinterpreted and used to ask for something to eat and drink.

### Conversations

Examiners reported that a prepared presentation, or even monologue in a few cases, tended to dominate the first topic in some centres and therefore restricted the time available for asked questions. Teacher Examiners are politely reminded that the questions given in the Handbook are for suggested use only, and conversations that went well tended to have spontaneous questions arising from what the candidate was saying - i.e. the direction in which he or she was taking his or her chosen topic. It is also important to bear in mind that the two conversations are marked globally, so that equal weight is given to the unprepared topic, as well as to the first, familiar/prepared one. Good candidates were still able to talk for the required time and produced interesting answers on school or their home town and were able to describe a holiday either at home or abroad. It is recommended that Higher Tier candidates be challenged more than with just a set of standard questions (as in the Handbook). These questions are merely suggestions and Teacher Examiners are free to develop a particular topic along any lines and ask any relevant questions. Each conversation should also include the opportunity for the candidates to express themselves in other tenses. Some candidates were unfortunately denied access to higher marks because all questions asked required answers in the present tense.

Common grammatical errors were: using "gibt es" when the candidate should have said "es gibt"; incorrect formation of past participles e.g. "getrinken", "gekauften"; verb as the second idea in the main clause, verb at the end of the subordinating clause; the poor concept of time, manner, place, and, more importantly, verb endings were noted as being wrong - "wir sein", "er bin". Although good examples of subordinate phrases were heard and in general more candidates are becoming aware of the importance of "weil", it would be good to hear "weil" used correctly in the sentence structure as well as tenses used consistently and correctly by more candidates.

## Paper 3F - Reading and Responding

Examiners were encouraged to note once again that candidates fared well at both tiers and were able to progress purposefully through the papers. The vast majority of candidates had been well prepared for the paper and clearly appreciated the demands of the various question types.

On the whole centres entered their candidates appropriately at Foundation level. Consequently, examiners felt that they were assessing the performance of genuine Foundation level candidates. A few candidates failed to attempt the more demanding questions and the importance of 'having a go' must be stressed. 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.

### Question 1

This represented a gentle and familiar introduction to the paper for Foundation candidates. Most did well here.

### Question 2

Surprisingly, many candidates struggled with this question. The vocabulary of shops and what you are able to buy in them clearly represents an area of weakness for many candidates and Centres would be advised to include this in their revision programme.

### Question 3

This crossover question targeted Grade D and worked well as a discriminator. More able candidates demonstrated the ability to pick out the key words in the texts and match them with the corresponding icon in the answers. Weaker candidates found this question more challenging. It is important at this level that candidates are able to identify lexical items in longer sentences.

### Question 4

Ailments should represent an accessible topic at all levels. Whilst most candidates were familiar with the lexis and fared well on this question, others struggled to score a mark.

### Question 5

This crossover question targeted Grade C and only stronger candidates were successful in identifying the key concept in each category. The Grade Description at this level does require candidates to identify and extract detail but weaker candidates often lifted chunks from the text that bore no relation to the headings on the grid. Performance varied depending on how carefully candidates had read the text and whether they were able to link the lexis to the relevant heading.

Instrumente: This was generally well done. However, a common incorrect answer here was *Singstunden*.

Geschwister: Examiners were somewhat surprised at the common misconceptions here. These included *Mutter* and *Sohn Tyler*. Many candidates recognised that *Schwestern* are Geschwister but very frequently negated this by giving an incorrect number e.g. *zwei*.

Others merely lifted verbatim random chunks from the text e.g. *engen Kontakt* and *2. Februar 2004*.

Freizeit: This was generally well done

Haustiere: Many candidates were successful here. However, once again, a potentially correct answer was negated by the addition of incorrect information: thus candidates could recognise that *Kaninchen* would be an appropriate response but then added a wrong number. *Ein Kaninchen* was thus a frequent answer. Weaker candidates tried their luck with *ganz viele* but since no animal was specified examiners could not award the mark.

Zukunftspläne: This proved to be the most demanding element of the question. A significant number of candidates gave the somewhat vague and inadequate answer (*einem neuen*) *Film bekomme*, and ignored the more specific information about the acting role. On the other hand more able candidates were able to come up with an impressive *Schauspielerin*. As an alternative, weaker candidates went for *mehr Kinder* omitting the critical *keine*.

Somewhat inexplicably, answers for Zukunftspläne were frequently given in English even when the other parts of the question had been answered in German. No marks could be awarded for such responses.

#### Question 6

In general, candidates were comfortable with this topic, were able to identify the key word in each sentence and consequently scored well.

#### Question 7

This crossover question represented a challenge to many borderline candidates. Success here relies on candidates being familiar with common synonyms and paraphrases. Candidates must be able to connect the e.g. *Chinurlaub* in the text with the *Ferien* in the answers and Centres with such borderline candidates would be advised to devote some time developing this awareness, this skill in their candidates. Weaker candidates tended to focus on the wrong aspects. There were once again instances of candidates unfamiliar with the demands of this test type, choosing their own words to fill the gaps rather than making a selection from the box.

Common errors included:

- (i) Freizeit
- (ii) Jahr
- (iii) Tiergarten
- (iv) Spaß
- (v) nützlich



## Question 8

This question focused on a very familiar topic and was also a crossover question. Performance was variable depending on how carefully candidates read the letter and how adept they were at identifying the key concept within a slightly longer sentence. Many were able to apply successfully what they had understood.

## Question 9

A small minority of candidates continue to answer the English questions in German and thus sadly debar themselves from scoring at all. Clearly candidates' use of English should be unambiguous. On the whole, candidates found this text accessible.

Q9(a) was generally answered correctly but the mark was occasionally lost by reference to *teenagers*, *children* or *students*. It is important to remind candidates that they should be as precise as possible in their use of English. Even at this level, transfer of meaning is a very valuable skill. A significant number mistook *Gratis* for a name.

Few candidates scored full marks on Q9(b). A fair number understood the concept of saving one's pocket money but *verdienst* was not well-known. Many candidates failed to score by responding in very general terms e.g. *save money*. Such answers, whilst undoubtedly true in essence, do not indicate that the text has been read and understood.

Nearly all were successful on Q9(c). A few misinterpreted *Stunden* as *students*

Q9(d) was answered well on the whole. Again, a minority of candidates offered vague answers such as *everywhere* which failed to demonstrate adequate understanding of the text.

## Question 10

Q10(a) was generally answered correctly but depended on how well candidates knew the days of the week.

The mark was lost on Q10(b) by candidates confusing entrance to the Sports hall with entry to the tournament. Some gave €10 as the price per person.

Q10(c) Surprisingly candidates did not understand *Imbisshalle* and examiners saw very few correct responses. The most common answer was, perhaps predictably, *in the hall*.

Q10(d) caused few problems and most candidates could come up with *cinema tickets*. Weaker candidates often gave *sports equipment* which is not quite correct and once again the need for unambiguous use of English must be stressed.

Again, Q10(e) was accessible to the majority of candidates. *Trainers* was the most popular answer. Weaker candidates often gave something rather vague e.g. *suitable shoes*.

In general examiners felt this paper was fair and had enabled candidates to demonstrate their true ability. They also felt that the topic areas covered were of interest to a wide spectrum of candidates.

## 1231 Paper 3H -Reading and Responding

Examiners were encouraged to note once again that candidates fared well at both tiers and were able to progress purposefully through the papers. The vast majority of candidates had been well prepared for the paper and clearly appreciated the demands of the various question types.

As with the Foundation paper, the overwhelming majority of candidates had been correctly entered for Higher tier. However, there was some evidence that centres had been over optimistic about their candidates' performance in this paper. There were once again examples of rubric infringement, most notably in Q9 and a number of candidates failed to attempt all parts of all questions. Examiners felt that all questions were appropriate in terms of level and discriminated well. The content of the texts was perceived to be well pitched to have interest value to candidates.

### Question 1

Comments on the crossover Q1 are the same as for Q3 of the Foundation paper.

### Question 2

Comments on the crossover Q2 are the same as for Q5 of the Foundation paper.

### Question 3

The weather is a popular and familiar topic and more able candidates who read the text closely and carefully coped well. However, many candidates appeared thrown by the test-type and were unable to do themselves justice here. The question does target a higher grade and discriminated well, but Centres would be advised to familiarise their candidates with the wide range of question types permissible on this paper. Attention to detail is essential: thus candidates who were able to pick out *Ostsee* and *Küste* arrived at the correct answer for Q3(i) and were not in any confusion with *im Norden* for Q3(ii).

### Question 4

More able candidates coped well with the requirements of this higher grade question. Careful and detailed reading of both the text and the answer headlines is essential, since candidates are required to demonstrate the ability to understand globally.

### Question 5

Comments on the crossover Q5 are the same as for Q7 of the Foundation paper.

### Question 6

Comments on the crossover Q6 are the same as for Q8 of the Foundation paper.

### Question 7

This question targeted Grade B and discriminated accurately. Examiners were encouraged by candidates' performance here.

## Question 8

This question focused on a topic that candidates could associate with. Most were willing to have a good attempt at it and only rarely were boxes left blank. There was, however, an enormous variation in the quality of responses. Weaker candidates picked out indiscriminately (often incomplete) chunks of text which did not make any sense on their own thus demonstrating a lack of any real understanding. Many candidates were not specific enough in their answers. On the other hand, there were some very impressive responses demonstrating sound understanding, where candidates had paraphrased succinctly and accurately, instead of simply copying the text, although this is, of course, permissible.

It should be noted this question targeted a higher grade and at this level the QCA Grade Description for Reading requires that candidates should extract points of view, opinions and emotions and identify key information in a longer text. The positive and negative aspects will be mixed within such a text and candidates must be able to determine the bias of each point made. Not all candidates were able to pinpoint the positive as opposed to the negative aspects and place the relevant answers in the appropriate boxes.

On the whole, the negative responses were completed more successfully than the positive ones.

The following typify responses which could not be credited:

*Fantasie eines Kindes entwickeln* but what does this refer to?

*Computerspiele hat gute Seiten* so what are they?

*Kinder aus ärmeren Familien haben nicht so viele Vorteile in der Schule* is an incomplete response because it does not imply the lack of a computer.

*Im Internet muss man aufpassen* but no examples were given to explain why.

## Question 9

This question with answers in English targeted A\* was particularly timely and sorted out very definitely the better candidates.

At this level candidates must be able to pinpoint the exact information required, although examiners are very tolerant and sympathetic in their approach. A\* candidates completed the grid in a coherent, detailed and accurate manner. On the other hand weaker candidates often failed to attempt all parts of the question or wrote irrelevant statements based on their own or received opinions on smoking. A personal evaluation of the evils of smoking or irrefutable facts about smoking/cigarettes which were not mentioned in the text e.g. *cigarettes contain nicotine* could not score any marks. Examiners were often presented with vague, unconnected ideas when the questions required precise and connected ones.

In all parts, candidates once again struggled to distinguish between opinion and reason. A fairly significant number had otherwise correct responses in the wrong box. More able candidates had clearly understood the gist of the text but were unable to organise the knowledge in the way that would gain marks. Centres would be advised to focus on developing the appreciation of opinion and reason in their stronger, more able candidates.

	Opinion	Reason
Helena	<p>Vague statements about her being anti-smoking abounded.</p> <p>Many of those candidates who recognised that politicians needed to do something about young people's smoking failed to demonstrate understanding of the more specific <i>stop them from taking up smoking</i>.</p>	<p>Cigarettes being addictive was the most commonly given reason.</p> <p>General reasons not substantiated by the text included:            illegal drugs are a problem            smoking is illegal            cause cancer</p> <p>Personal opinions included:            give you bad breath</p>
Sophie	<p>This proved very challenging and only the best candidates deduced Sophie's opinion. Most assumed that she too must be anti-smoking. The more statute were able to discern that this is, in fact, not the case.</p>	<p><i>a quarter of 14-19 year olds smoke</i> was often given but without any context i.e. with no comparison or no idea of the decrease in numbers from 20 years ago years.</p> <p><i>Ausserdem</i> was occasionally misinterpreted as <i>Amsterdam!</i></p> <p><i>Staat</i> was very frequently misunderstood as <i>town</i> or <i>city</i>.</p> <p>Many candidates seized on the word <i>Geld</i> and assumed <i>cigarettes are too expensive</i>.</p>

Thorsten:

Totally correct responses were relatively few and far between. Common misconceptions included *starting a campaign* and *smoking areas near schools* - misinterpretation of *Werbespots*, perhaps? Nicotine patches were frequently offered as a solution.

Whilst recognising completely that candidates' knowledge and understanding of German are being assessed here, examiners remain concerned at the standard of English in responses to this question. There were instances of candidates being unable to express themselves in clear, precise English e.g candidates' use of the word *vendors* demonstrated their unawareness that this word implies a person. There was once again some very imaginative spelling.

Clearly, many answers indicate that candidates are not reading the texts carefully enough. For those candidates aiming at a higher grade it is imperative that they pay attention to the actual content of the texts and not make assumptions. Candidates should ensure that what they have written is relevant to the question and can be supported by the text.

Candidates should also be encouraged to keep their answers as concise as possible. It is not advisable for candidates to put down everything they have understood as this may lead to their losing the mark if they hedge their bets or negate their answer. The space given for the answer is deemed adequate for a full & complete answer.

## Paper 4F -Writing

### Question 1 - Bedroom

This question provided an accessible start to the paper. The pictures which are given only as suggestions gave enough hints to enable many candidates to score 10 marks with ease. The most common errors were misspellings of *Gitarre* and *Lampe*, words half identifiable (e.g. *Büchershelf*, *Schreibdesk*) and brand names such as *playstation* or *X-Box 360*.

### Question 2 - Birthday

Responses to this question were considerably better than in previous years and many candidates managed to spell all five verbs correctly in the present tense including *isst*. The greatest problems arose with the interpretation of the icons particularly in Q2(a), (d) and (e). It was recognised that the icon of the park was perhaps unclear and any exterior venue was accepted as an answer. *Geschenke* was often confused with *Geschäfte* or *Geschichte*. *Geburtagskuchen* or simply *Kuchen* was given variously as *Kekse*, *Küche* or *Käse*.

### Question 3 - School

This was an extremely popular question with foundation level candidates who were clearly well prepared for this topic.

The most common problems were:

- confusion of school size with class size
- use of *Uhr* for *Stunde*
- *Lieblingssubject* rather than *Lieblingsfach*
- *letzten Tag* rather than *gestern*

However, there were plenty examples of emails which gained full marks and including a past tense, a *weil* clause and a sequence of accurate simple sentences.

### Paper 4F Question 4(a) / Paper 4H Question 1(a) - Shopping

At Foundation Level this question was less popular and at Higher Level more popular. It provided an opportunity to use past present and future and to give an opinion. The opinion could be about the trip or some aspect of the trip, e.g. a restaurant.

The best responses include a wide range of verbs. The perfect tense forms of *kaufen*, *essen* and *trinken* are well known. However, better candidates use *besuchen*, *gefallen*, *anprobieren*, *kosten* and *hinfahren*. Even at Higher Level, *gehen* and *fahren* are often used with the wrong auxiliary verb.

In this and the following crossover question, candidates need to ensure that they take their time in formulating an answer which need not be long but which must show evidence of a variety of structures to gain high marks.

#### Paper 4F Question 4(b) / Paper 4H Question 1(b) - Pets

There were many entertaining responses to this question which were fresh and original and allowed candidates to wax lyrical about their pets.

Mostly the dog played football or the cat swam in the bath; a new bed or kennel was the most common use of the prize money. However, the most common error was a failure to use the past tense in response to the third bullet point.

Examiners were amused by the dog who spoke German, a dancing snake, Fluffy the bunny whose football skills were nonpareil and the tortoise which suffered from diarrhoea.



## Paper 4H - Writing Option

For Question 1(a) & (b), see Foundation Tier report

### Question 2(a) - Zelten

This was the more popular of the higher level questions. Candidates were able to describe a camping holiday and to give an assessment of the pros and cons of such a holiday. *Camping Brugger* was often mistakenly thought to be situated in Wales, Cornwall, Turkey, France or even Australia.

Some responses displayed a wide range of vocabulary and listed pros and cons confidently. The freedom of life in a tent, the low cost and the healthy lifestyle in the fresh air were balanced against ghastly weather, the rough sleeping conditions and nasty insects. Better candidates use linking phrases to help the essay flow. In this section particularly the flow is helped along by such words or phrases and *einerseits, andererseits, meiner Meinung nach* and *was mich betrifft*.

It was disappointing that more candidates did not take time to think through each section of the essay to maximise the opportunity to display a wide range of vocabulary and structure. Many essays were merely pedestrian and failed to include the expected variety of syntax which pushes an essay into the top mark bands.

### Question 2b - Rauchen

Despite the open-ended nature of this question, there were some excellent responses. One examiner reported with glee that schools were obviously sending out the right message about smoking and health because most responses took a dim view of young people's smoking habits, advocating instead a life of daily exercise, healthy eating and low alcohol consumption.

A few candidates misunderstood the question and wrote about pocket money or strict parents, presumably prompted by the subsidiary questions in the stimulus letter. Where possible, examiners salvaged they could from such essays but had to disregard irrelevant material.

Nevertheless, most essays remained relevant, interesting and including vocabulary such as *gesundheitsschädlich, krebserregend, Altergenossen, Gruppenzwang* and *riechen nach*.



## Paper 4C - Written Coursework

The moderation process was smooth in most cases. Centres had taken great care in the preparation, presentation and internal standardisation of coursework folders.

However, the following administrative points were noted by the moderation team as slowing down the process in some instances:

- It is the centre's responsibility to enter the candidates mark (out of 60) either online or by submitting the top pink copy of the OPTEMS. The top copy of the OPTEMS should not be sent to the moderator.
- The sample sent to the moderator should be in candidate order, rather than in teaching group.
- The sample must include the work with the highest and lowest marks in the centre.
- Textbooks should not be sent as stimulus material. A copied page is adequate when necessary.
- If internal standardisation has not been thorough enough, some candidates may be unfairly penalised.
- The word count on the candidate CF1 front sheets should be accurate.
- All candidates are required to sign the front sheet to authenticate their work. Centres should check that the most recent copy of the front sheet is being used.
- Teachers should check that the arithmetic on the front sheet is accurate and that the total mark has been transferred correctly to the OPTEMS.
- Candidates whose work is merely a gap filling test will be awarded marks in the lowest mark bands even if they have copied out the stimulus correctly.
- The use of online dictionaries and translators should be discouraged. Their use must be declared.
- It is unfortunate that some candidates still submit work from the same topic area, e.g. an essay about a holiday and one about their home town which both come from the first topic area, At Home and Abroad. In such cases, only the better of the two marks will be accepted. There were fewer instances of this rubric error this year.

### The standard of candidates' work

It was noted again this year that centres tend to play safe with the coursework option, most often choosing essays on holidays, family and daily routine or health and fitness. While these are perfectly acceptable topics, it must be remembered that candidates need to show genuine manipulation of German to access the top mark bands. Too often units are pedestrian and lack an element of originality.

Textbook phrases are churned out repetitively by some candidates who could clearly do better.

The following example of a candidate's work is not 100% accurate but was a typical example of work which showed some originality:

Stimulus:

House, Home and Daily Routine

Write about some or all of the following:

- Your family
- Your daily routine
- Housework
- What you did at home last weekend
- Your plans for next weekend at home
- Your house
- Your dream house

Candidate's essay:

*Ich wache jeden Tag von Montag bis Freitag um halb acht auf, weil ich zur Schule gehen muss. Ich wasche mich und dann ziehe ich mich an. Zum Frühstück esse ich Getreideflocken, weil sie gesund sind. Sie schmecken mir auch sehr gut! Ich trinke danach immer eine Tasse Tee.*

*Letzten Samstag bin ich sehr spät aufgestanden, weil wir am Freitag Abend eine Hausparty hatten. Wir haben Burger gegrillt und das haben wir mit Salat gegessen. Wir hatten sehr viel Spass. Es gab viele Freunden an der Party. Wir sind erst um drei Uhr im Bett gegangen. Deswegen waren wir am Samstag total müde. Nächstes Wochenende werde ich nur faulenzten. Wenn es sonnig ist, werde ich einfach in meinem Garten liegen.*

*Mein Haus ist ziemlich gross. Es hat drei Schlafzimmer und meins ist das größte. Es ist weiss und dunkelviolet. Das Wohnzimmer und die Küche sind sehr nett. Das Badezimmer ist neu und sehr schön. Mein Haus gefällt mir sehr gut, aber mein Traumhaus wäre ein Bisschen anders. In meinem Traumhaus hätte ich eine Trampoline in meinem Zimmer. Ich hätte auch eine Rutsche anstatt eine Treppe.*

*(185 Wörter)*

Despite errors and a section at the beginning of the final paragraph which lapses into the very pedestrian, the candidate has displayed a wide range of vocabulary and structures and has written a confident essay in German. The structures here which would be expected in any top level essay are:

- a range of tenses and verb forms including past, present and future
- inversion and subordination used consistently
- adverbs used well to link the essay into a coherent whole
- a confident sense of case and gender

It might also have included more modal verbs, infinitive clauses and a wider variety of subordination conjunctions such as *obwohl* or *als*. Nevertheless, there was evidence enough to award this essay full marks for all three mark categories.

## Statistics

### Paper 1F - Listening and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	34	29	25	21	17	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 1H - Listening and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	36	31	26	21	13	9	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 2F - Speaking

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	27	22	18	14	10	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 2H - Speaking

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	40	34	28	23	17	14	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 3F - Reading and Responding

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	31	25	19	13	7	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 3H - Reading and Responding

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	33	27	21	16	10	7	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4F - Writing

Grade	Max. Mark	C	D	E	F	G	U
Raw Boundary Mark	50	34	28	22	17	12	0
Uniform Boundary Mark	59	50	40	30	20	10	0

### Paper 4H - Writing

Grade	Max. Mark	A*	A	B	C	D	E	U
Raw Boundary Mark	50	38	33	28	23	17	14	0
Uniform Boundary Mark	90	80	70	60	50	40	35	0

### Paper 4C - Written Coursework

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw Boundary Mark	60	51	45	39	33	27	21	15	9	0
Uniform Boundary Mark	90	80	70	60	50	40	30	20	10	0

### Overall Subject Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Total Uniform Mark	360	320	280	240	200	160	120	80	40	0



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

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UG 019194 Summer 2007

For more information on Edexcel qualifications, please visit [www.edexcel.org.uk/qualifications](http://www.edexcel.org.uk/qualifications)  
Alternatively, you can contact Customer Services at [www.edexcel.org.uk/ask](http://www.edexcel.org.uk/ask) or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH