Examiners' Report/
Principal Examiner Feedback

Summer 2015

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

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

General comments
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. Candidates were well prepared for the different test types, although questions with a greater choice of answers and open-ended questions that require candidates 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 structures 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 (School)
This question successfully gave most candidates a confident start to the paper. School subjects are a very familiar topic for most students, as reflected in the high marks scored. Many scored full marks on this question which tested individual vocabulary items within a familiar context. Predictably *Geschichte* was the item of vocabulary to cause weaker candidates to struggle, although even this was familiar to the vast majority. It was encouraging to note that *Erdkunde* was known to all but a handful of candidates.

Question 2 (Shopping)
This question featured a very common topic and was well answered by most candidates. Perhaps surprisingly, more than 10% of candidates were unable to identify *Schwester* correctly. More predictably *Apotheke* and *Birnen* were unknown to more than 20% of candidates. Thorough knowledge of core vocabulary is vital for success in these questions targeted at the lower grades.

Question 3 (A day out)

This crossover question discriminated well. Whilst better candidates scored well weaker candidates found it more challenging, tending to tick answers based on the recognition of individual words rather than listening carefully to the passage as a whole before deciding on the most appropriate answer. The first two answers were quite deeply embedded and required candidates to have a good global understanding of the passage. It was encouraging to see that almost 50% of candidates at Foundation level were able to identify the correct answer. Q3iii proved the most challenging with only a small minority able to equate *jeden Tag außer Montag* with "almost every day".

Question 4 (Leisure activities)

This crossover question required candidates not only to identify the correct leisure activities but also to decide whether they took place yesterday or are planned for tomorrow. It is therefore encouraging that at Foundation level half of all candidates were able to score 3 or 4 marks. Candidates should be reminded that they should not write their answers in any boxes that have been shaded out.

Question 5 (Jobs)

This question, ostensibly targeted at grade E, proved taxing for all candidates on this paper. Although the language used was quite straightforward, candidates found it difficult to relate this to the possible answers. Most taxing proved to be the link between *ich besuche manchmal unsere Büros in Frankreich und Großbritannien* with the concept of travel. Similarly the connection between *meine Kollegen und ich arbeiten gern zusammen* and teamwork proved to be beyond most candidates.

Question 6 (Transport)

Although this is a very familiar topic this question, which required nothing more than comprehension of key words, produced mixed results. Somewhat surprisingly, only a minority were able to cope with *ich fahre Rad.* More predictable was the struggle many candidates had with *Straßenbahn. Zug*, however, was almost universally known.

Question 7 (A new café)

This question, in common with many crossover questions, required candidates to recognise paraphrasing and a number of candidates failed to make the connection. The first two parts were answered well as candidates proved able to deduce correct answers from context. Parts (iii) and (iv) were less successful. The majority of candidates at Foundation level did not recognise the link between waiting for ten minutes for the waiter to take orders with poor service. Similarly, many candidates did not recognise the significance of *gar nicht schlecht* when Oli was discussing the price.

Question 8 (Family)

The first two parts of this crossover question were answered well. Candidates proved able to deduce correct answers from context. Less than half of candidates spotted that *trainiert* and *Freizeitzentrum* implied that Max is sporty.

Question 9 (Favourite food)
This is a very familiar topic which often features at Grades F/G. It was well answered by the vast majority of candidates, although surprisingly *Kuchen* was less well known than the other modes of transport.

Question 10 (Accommodation)
This Grade E question was a good discriminator with only better candidates able to score highly. Open-ended questions requiring candidates to answer in English continue to be challenging for weaker candidates. Numbers (Q10a) and prices (Q10c) are always a problem for candidates at this level and were answered correctly by a small minority of candidates. Imprecise and ambiguous use of English plays a significant role in this question, leading many candidates to drop marks unnecessarily.

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