Examiners' Report
June 2019

GCSE German 1GN0 3F

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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.

ResultsPlus

Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.

- Understand how your students' performance compares with class and national averages.

- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.
Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

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.

Introduction

This paper was worth 50 marks and was divided into three sections, A, B and C. The first 6 questions, Section A, were set in English. Questions 7-9, Section B, were set in the target language. Section C, Question 10, consisted of a translation from German into English.

The examination proved to be a fair test of candidates' ability, providing a suitable level of challenge for more successful candidates whilst also providing questions which were accessible to all candidates. The majority had clearly been well prepared for the translation and for the questions on literary texts, both introduced last year for the first time, and coped well with these questions.

Q04: this question required candidates to read an adapted extract from a German literary text and to choose the correct endings to English sentences, selecting from 4 plausible choices in each case. In most cases success hinged on understanding one key word. Most candidates understood *Insel*, *Kinder* and *Werkstatt* although *Reihenhaus* in Q04(iii) proved rather trickier to many.

Q08: candidates had to read a text about a language course in Heidelberg. They were then required to choose the correct multiple choice answer from 4 options. Successful candidates were able to cope with the simple deduction required for Q08(i) and Q08(iv). Q08(iii), which also required a very simple level of deduction, was answered well by almost all candidates. However, examiners saw very few correct answers to Q08(ii); the majority of candidates assumed that Maria must be German, not realising that this would make a German course in Heidelberg unnecessary. *Aus den Vereinigten Staaten*, the key phrase, was clearly unknown to almost all, despite featuring in the minimum core vocabulary.

Question 1

Candidates read a blog about school and were required to identify key items of vocabulary, matching statements to the correct person. This question proved a highly accessible start to the examination. The vast majority of candidates scored highly on this question, many attaining full marks. The least well answered part was Q01(c) where some candidates failed to realise that when Jenny says *meine Mathelehrerin ist sehr nett* this must mean she likes her teacher. Many of the questions here could be answered by focusing on just one key word.

Question 2

Candidates read an article about the handball World Cup. They were then required to identify key ideas and words, completing five English sentences with words given in a box on the paper. There were at least two plausible options for each question but only one correct answer. Most candidates scored highly on this question.

Q02(a) required knowledge of numbers (*vierundzwanzig*) and was well answered by almost all candidates.

Q02(b) was also almost universally correct, requiring knowledge of one word, *verloren*.

Q02(c) proved highly accessible to almost all candidates, requiring recognition of the adjective *französisch*.

There were, however, rather more errors on Q02(d) as some candidates rather surprisingly linked *fantastisch* with disappointing. In Q02(e) *billig* was not known to all; some candidates presumed World Cup tickets must be expensive.

Question 3 (a)

Question 3 required candidates to read a weather forecast and to answer five English questions. Candidates were not expected to answer in full sentences; indeed all questions could be answered quite acceptably with a single word.

Examiners accepted a variety of answers for Q03(a) ranging from wet to cold to 5 degrees.

Perhaps surprisingly, *Nachmittag* caused problems for a substantial minority of candidates.

In Q03(c) many candidates used their common sense and suggested wearing a coat or a raincoat. Unfortunately for them the answer has to come from the text, requiring an understanding that *Regenschirm* means umbrella.

In Q03(d) *übermorgen* was known to a very small minority of candidates despite featuring in the minimum core vocabulary for Foundation Level.

Q03(e) was answered successfully by most candidates although a minority seemed to think that snow was good news for motorists. This may have stemmed from a misunderstanding of *aufpassen*, clearly a difficult word despite featuring in the vocabulary for Foundation Level.

Question 5

Candidates were required to read a longer and more challenging text about school life and to answer three English questions on the content. Even though the text was more complicated it was still possible to give single word answers to each of the three questions.

In Q05(c) the majority of candidates realised that the library was open during break although some just looked for the phrase *in den Pausen* and assumed that classrooms must therefore be the answer, not realising the significance of *geschlossen*. In Q05(a) *Aula* was unknown to many - most incorrect answers were plausible in the circumstances. In Q05(b) a substantial number of candidates gave two answers for a one mark question. In this circumstance examiners marked the first response only. Only the minority answered Q05(b) correctly. The word *Stundenplan* caused some confusion; the most frequently encountered incorrect answer was "student planner".

5   Read the information sheet.

> Herzlich willkommen in unserer Schule! Am ersten Tag des neuen Schuljahres wirst du deine Klassenkameraden und deinen zukünftigen Lehrer in der Aula kennen lernen.
>
> An diesem Tag bekommst du vom Schulleiter deinen Stundenplan, damit du deinen Schultag organisieren kannst. In den Pausen sind die Klassenzimmer geschlossen – aber es gibt viel zu tun. Liest du gern? Kein Problem! Du findest bestimmt das perfekte Buch in der neuen Bibliothek. Interessierst du dich für Sport? Dann kannst du auf dem Schulhof spielen.
>
> Wenn du mehr über die Schule wissen willst, gibt es viele Informationen auf unserer Internetseite.

Answer the following questions **in English**.

(a) Where will pupils go to meet their new teacher?

(1)

classroom

(b) What do pupils receive from the head teacher?

(1)

a student plan / timetable

(c) Where can pupils go during break? Give **one** example.

(1)

library

The answer to Q05(a) is logical in the circumstances but the passage states otherwise. This candidate clearly does not understand *Aula*, a word that features in the minimum core vocabulary for Foundation Level. "Student plan" is an incorrect translation of *Stundenplan*. Although the candidate has added a second answer, which happens to be correct, examiners will always mark the first answer only in a one mark question. "Library" is of course the correct answer. This candidate scores 1 mark.

Candidates should be familiar with the full range of words in the minimum core vocabulary as any of these words could appear in future papers.

Question 6

Candidates had to read a longer and more challenging literary text with more advanced vocabulary and structures and answer English questions on the content. There were five different characters mentioned in the extract and many candidates found it difficult to identify who was doing what and in particular the reasons for their actions. Precision when writing English was also an important factor on this question. Vague or ambiguous answers were unlikely to score highly. More successful candidates were able to answer Q06(a) and Q06(d) correctly.

In Q06(a) examiners often saw the answer "to fetch a glass for Martin." This is a good example of where extra information ie "for Martin" can negate an otherwise correct answer. The text explicitly states that Martin will not need a glass as he is not coming. Although Joyce went to fetch 5 glasses examiners were prepared to accept the singular form, ie glass. Other acceptable versions included because there were no glasses on the table.

Q06(b) required candidates to understand that Rainer was at work and that he would be late coming for dinner. However, it was not correct to say that he was not coming, because the text makes clear that he hoped to arrive in time for dessert. A frequently encountered incorrect answer was that Rainer had to work. This was not accepted as it did not make it clear that Rainer was already at work.

Candidates who answered Q06(d) less successfully were often not sure who was phoning whom or suggested that Elias' phone was out of battery, a plausible reason for him not answering but not one supported by evidence in the text.

(a) Why does Joyce go to the kitchen?

(1)

to help Gloria prepare dinner.

(b) Why did Rainer ring Gloria?

(1)

because because she was at work

(c) How does Joyce know Elias?

(1)

Gitare lessons.

(d) What happened when Joyce called Elias?

(1)

Elias didant pick up.

(a) Why does Joyce go to the kitchen?

(1)

To see if she can help.

(b) Why did Rainer ring Gloria?

(1)

To say he'll be late home from work

(c) How does Joyce know Elias?

(1)

He is her Guitarist

(d) What happened when Joyce called Elias?

(1)

He did not answer.

This candidate has successfully answered Q06(b) and Q06(d). Whilst the answer to Q06(a) is perfectly plausible in the circumstances it does not correspond to the information in the text. The key idea for Q06(c) is Joyce giving Elias guitar lessons - unfortunately this answer does not convey the necessary information. This candidate scores 2 marks.

Question 7

Candidates were required to read a text about a youth hostel and to complete five sentences with the correct German words chosen from a given list. This test type is the same as for Q02 with the crucial difference that the sentences and possible answers are all in German, thereby increasing the question difficulty. The question also required some deduction, albeit at a very basic level.

Successful candidates knew for Q07(a) that *laut* was the opposite of *ruhig* in the text. Less successful candidates frequently chose one of the other adjectives, often *ruhig* despite the fact that this was the adjective used in the text and the question included the negative *nicht*.

In Q07(b) less successful candidates failed to realise that if there were no bus stops in the vicinity it was better to use the nearby station to travel into the city.

Q07(c) required candidates to draw the conclusion that if the new snack bar was popular it was likely to be *toll*. However, this link was made only by a small minority of candidates.

In Q07(d) rather more candidates associated beds with being *bequem*. It is to be hoped that this is because they recognised the synonym *gemütlich* in the text.

Q07(e) was quite a demanding question, requiring candidates not only to understand *bezahlen* but also *ohne*, a word that frequently causes difficulties at Foundation Level.

Although the majority of candidates gained at least some marks on this question there were a number of scripts where candidates clearly had not understood the questions and/or text and had chosen the words for their answers completely at random. This test type will continue to feature in future years and merits careful practice.

Question 9

Candidates had to read a blog about technology and then match a number of German statements to the correct person. This is one of the most demanding tasks on the Foundation Level paper and proved taxing for all except a small minority of candidates. This test required the ability to recognise some synonyms in German. There were a number of plausible distractors in the text and candidates needed a thorough understanding of the text in order to choose the correct answers.

In Q09(a) it was simply necessary to recognise *SMS* as a synonym for *ich simse* and in Q09(c) *Netzkamera* for *Webcam.*

The other questions all required a level of deduction. In Q09(d) candidates needed to link success in online competitions with winning. This involved understanding the words *Erfolg* and *Wettbewerb*, both words featuring in the Foundation Level vocabulary list but certainly not universally recognised by Foundation Tier candidates.

In Q09(e) Petra's ambivalent attitude to technology is indicated by her wanting to continue using her old camera rather than her phone. However, she uses the computer to store her photos.

Question 10

The translation into English gives candidates the opportunity to show how accurately they have understood a German text and how precisely they can convey the meaning in English. The sentences gradually increase in difficulty throughout the passage.

Most candidates were able to translate the text accurately enough to score some marks. The more successful candidates were able to translate the past and future tense sentences appropriately. In the first sentence very few candidates were able to translate *mein Mann* correctly. In the second sentence the full significance of *Stadtmitte* was often missed. In the third sentence the idea of liking was often missing. Very few candidates understood *verkauft* - it was most frequently translated as "bought". The final sentence was undoubtedly much more complex. The first element caused the most difficulties, both *Laden* and *geschlossen* being unknown to many.

> My Man ~~works~~ *worked* in a Music shop. It ~~is~~ *was* located in the centre of the city in Hamburg ~~&~~ He enjoyed it, because he played lots of instruments.
>
> My man works in a music shop. It is located in the centre of the city in Hamburg. He ~~e~~ likes working there, because he plays lots of instruments. Yesterday, he sold a ~~Front~~ Trumpet. Next sunday is the ~~late~~ lie in and he will stay at ~~&~~ home.

ResultsPlus
Examiner Comments

This candidate has succeeded in producing a very sound translation. The tenses are all correct and the meaning of the first four sentences fully communicated although *mein Mann* could be better translated. Unlike most others this candidate has translated *verkauft* correctly. Unfortunately the first half of the last sentence, which is undoubtedly the most taxing of the whole passage, has not been understood. This work clearly fits in the 5-6 box because the meaning of the passage is mostly communicated. As it is only one phrase that is inaccurate this candidate can be awarded a mark of 6.

ResultsPlus
Examiner Tip

Some candidates translated the whole passage as if first person verbs were used. Look carefully at the pronouns used before starting to translate.

Paper Summary

Based on their performance on this paper candidates are offered the following advice:

- It is important to be familiar with all vocabulary in the minimum core vocabulary as all questions are based on this.

- It is crucial to answer questions in the language required. If candidates answer questions in German when English is required or vice versa their answers cannot be credited.

- When completing gap fill exercises candidates must ensure that their answers correspond to what is written in the text rather than just inserting words that at first sight might seem plausible.

- Candidates should be aware that if they give several answers for a one mark question only the first can be credited.

- Candidates should beware of over-long answers where a subsequent detail negates a previously correct answer.

- A knowledge of grammar is essential when completing gap fill exercises in German, as it enables candidates to eliminate some answers immediately before even reading the text.

- Some questions will require candidates to make simple deductions, draw conclusions or identify synonyms for vocabulary from the specification.

- It is advisable not to leave gaps in the translation as omitted phrases are likely to limit attainment to a mark of 3 or 4.

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