

# Examiners' Report/ Principal Examiner Feedback

June 2011

International GCSE German  
(4GN0) Paper 1

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## Listening

This paper, which has an incline of difficulty as it progresses, differentiated well. The best candidates were challenged only at Section B, whilst the weaker ones often faltered early on although they also gained a few marks in some of the more complex questions. The test types used caused no problems for candidates.

### Section A

#### Kindheit – Questions 1-5

This was a generous start to the listening paper. Although *Krankenhaus* and *Zahnarzt* were recognised by even the weakest in the cohort, *Bungalow* surprisingly caused some problems.

#### Freunde – Questions 6-10

Many candidates confused the answers to Questions 6 and 7, wrongly describing Susi as *hilfsbereit* and Erik as *ruhig*. Otherwise, the question worked well; *umweltbewusst* was generally well known.

#### Ferien – Question 11

There were few problems with this question which required candidates to listen for the different time frames.

### Section B

#### Deutsche und Türken – Question 12 Teil 1

It is important for candidates to revise numbers and times in advance of this sort of paper. Whilst it was quite easy to hear the numbers mentioned on the recording, the challenge here was to pick the correct number, usually from two possibilities. The most common error was to assume that there were 400 exchange pupils in German school rather than the correct 1,500. Candidates should be reminded of the differences between *Schule* and *Schüler*, and indeed between *Lehrer* and *Lehre*, although the latter was not tested here.

#### Deutsche und Türken – Question 12 Teil 2

At this stage in the paper, weaker candidates tend to flag. This may explain why a significant number were unable to make the link between *Chemie* and *Naturwissenschaft*, choosing often the incorrect *Fremdsprache*. However, it was clear that most candidates realised that there were two possible answers for each gap; when errors occurred the wrong choice had often been made.

### **Au-Pair – Question 13 Teil 1**

The most common errors at this level were the assumption that the au-pair had to do his or her own cooking and to fail to recognise *für seine Unterkunft bezahlen* as opposed to *eigenes Zimmer*. The fact that a sum of money was mentioned immediately after the room which was provided may have confused some, but at this level listening to the whole extract for gist is important.

### **Au-Pair – Question 13 Teil 2**

It was necessary to give some amount of detail in the notes in this question, although an easy mark could be picked up by recognising that one positive aspect of Errol's stay was that he was happy. The issue of Errol's parents caused many problems: many assumed that they visited him in Italy or that he went out with them (*auskommen?*) but only the best managed to convey that he was able to manage without them.

As always, short answers were acceptable here rather than full sentences, and attempted German spellings are marked as correct.

A small number of queries were received about the duration of the recording. Edexcel will be offering guidance for this on the front cover of the examination paper and on the recording to provide more clarity.

## **Grade Boundaries**

The modern foreign languages specifications share a common design, but the assessments in different languages are not identical. Grade boundaries at unit level reflect these differences in assessments, ensuring that candidate outcomes across these specifications are comparable at specification level.

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