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# **GCSE EXAMINERS' REPORTS**

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**GCSE (NEW)  
GERMAN**

**SUMMER 2018**

Grade boundary information for this subject is available on the WJEC public website at:  
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### **Annual Statistical Report**

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

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**GERMAN**  
**GCSE (NEW)**  
**Summer 2018**  
**UNIT 1 SPEAKING**

**General Comments**

Most centres completed their candidates' speaking assessments within the 5 week assessment window and uploaded these, along with their authenticity and declaration forms, within 48 hours of conducting the assessment. The overwhelming majority of candidates were allocated the correct set according to the randomly generated list.

The majority of centres adhered well to the overall time limits for the test as detailed in the specification. However, some centres allowed their candidates tests to overrun by up to 8 minutes. As the specification clearly states that "any speaking evidence that exceeds these timings (7-9 minutes for Foundation Tier and 10-12 minutes for Higher Tier) will not be marked", these candidates were disadvantaged.

A very small number of teacher-examiners did not conduct the assessment solely in the assessed language and provided candidates with translations of key words into English. These instances lead to the candidate scoring zero for that particular part of the test.

**Role Play**

At both Foundation and Higher Tier, candidates had generally been well trained to complete the role play part of the test. Some candidates struggled to formulate the question. At Foundation Tier in particular, the unseen question proved challenging for many.

**Photo Card**

At both Foundation and Higher Tier, on the whole, candidates used their preparation time well for the two seen questions. The unseen questions proved more difficult for candidates at both tiers.

Centres who did the following generally allowed their candidates to gain the highest marks:

- spent an equal amount of time on all four questions;
- had trained their candidates to not only describe the photo card, but also say what was happening in it;
- rephrased questions to use vocabulary more familiar to candidates whilst maintaining the original meaning;
- asked supplementary questions to prompt candidates to expand on their answers;
- encouraged their candidates to express opinions and justify them;
- asked candidates questions to encourage them to make reference to past, present and future events.

Some teacher-examiners treated this part of the test as more of a conversation by asking too many questions. Subsequently these candidates' tests significantly exceeded the maximum time allocated to the photo card. As a result, examiners were not permitted to listen to and award any marks for the any part of the conversation that exceeded the overall time limit.

## Conversation

Candidates at both tiers, had generally prepared well for this part of the assessment. Most centres ensured that the timing allocated for the two topics of conversation were evenly split. As already stated, overall timing as for this part of the test were sometimes affected by either overrunning of the photo card task, or simply spending too much time on the conversations.

Some centres failed to allow their candidates to initiate the first topic of conversation which disadvantaged them in terms of possible marks available for “Communication and Interaction”.

Generally, candidates had been well trained to make reference to events in the past, present and future, although in a small number of cases where timings were too long, these references did not come until after the overall time deadline and could therefore not be taken into account when awarding marks for “Linguistic Knowledge and Accuracy”.

In the best examples, candidates had been well-trained to:

- initiate the first conversation;
- convey detailed and relevant information in response to the questions posed;
- demonstrate extended sequences of speech;
- express opinions and give their reasons why/why not;
- use a wide variety of vocabulary and grammatical structures, including complex structures;
- confidently and accurately talk in the past, present and future tenses.

## Conclusion

The majority of centres prepared their candidates well for the demands of the new specification and in nearly all cases, candidates had been entered for the correct tier. Going forward, centres need to ensure that timings are accurate and that teacher-examiners are familiar with the assessment grids for each part of the test to ensure that candidates are given opportunities to achieve their potential in each section of the mark scheme. Candidates' performance depends not only on their own capacity and ability but also on the nature of the additional questions asked by the teacher/examiner.

**GERMAN**  
**GCSE (NEW)**  
**Summer 2018**  
**UNIT 2 LISTENING**

**Foundation Tier**

- Q1 Generally no issues apart from in section e., time. Half past the hour was an issue.
- Q2 No real issues, Gymnasium sometimes not recognised.
- Q3 Most candidates scored well on this question.
- Q4 Generally well attempted.
- Q5 No pattern to this question. Some candidates scored 4/5, many only 1. European Cycling/bike **day** not always recognised. Very few candidates recognised that **Benzin** was expensive, often just offering 'it was expensive'.
- Q6 Generally, well attempted. Parts b. and e. caused some difficulty. Very few candidates picked up on the fact he had the chance of a **holiday** job at the firm.
- Q7–9 see Higher Tier comments.

**Higher Tier**

- Q1 (Q7 Foundation) Mostly well done. Any errors were in section c.
- Q2 (Q8 Foundation) Well done apart from Section c, most candidates wrote 'boring'.
- Q3 (Q9 Foundation) Candidates were au fait with the vocabulary in this question although many gave too much information and often resulted in a +1 -1.
- Q4a. Some failed to recognise that a winter holiday was being considered.  
b. The Euro sign was not always used and some failed to recognise that the extra charge was **per night**.  
d. A number of candidates wrote that the hotel was full and didn't pick up on the particular problem of no snow.
- Q5 Mostly well done.
- Q6a. Not all candidates recognised the distinction between am and hinter.  
d. Some thought that the car park was expensive.
- Q7 There was a variety of incorrect answers to this question. Very few candidates perceived the distinction between **so** and **zu**. The idea of long **Mondays** was often overlooked and Klassenarbeit was rarely rendered correctly. Every few weeks almost universally ignored.

- Q8b. The idea of noise/pollution **reduction** was not always understood.
- c. very, very few candidates got the idea of **about** 25K and if this was written out in full gave German spelling.
- Q9a. Few recognised that an apprenticeship was a possibility though nearly all candidates scored on leaving school/finding a job.
- b. School grades and a pass photo were often among incorrect answers.
  - d. Hardly anyone realised that there were lots of other candidates.
  - e. Some candidates made a good attempt at this.

**GERMAN**  
**GCSE (NEW)**  
**Summer 2018**  
**UNIT 3 READING**

**General Comments**

All questions including the translation task in Foundation and Higher Tier were accessible to all candidates.

**Section A: general approaches**

Candidates completed tasks related to themes and sub-themes. Non-verbal response questions reflected a mixed performance. Authentic and literary texts proved to be more challenging for Foundation Tier candidates.

**Question 1 Foundation:**

- Candidates completed (a) well. A small number of candidates misunderstood the general message and thought the notices were about a shopping centre. Few candidates mixed 'Samstag' and 'Sonntag' in (b).

**Question 2 Foundation:**

- Some candidates misread the instructions and wrote 9 names instead of 6. Examiners had to subtract 1 point for each additional name (max. -3).
- Less successful candidates did not find the link between 'reich' and 'viel Geld'.

**Question 3 Foundation:**

- A factual text that candidates found more challenging.
- (a) was misinterpreted as 'in einer Schule' ('Firma' was not understood).
- (b) mainly answered correctly.
- (c) weaker candidates found the distinction between 'gar nicht', 'ab und zu' and 'ziemlich' challenging.
- (d) comprehension of adjectives was a challenge.
- (e) and (f) referred to standard language used in German job advertisement but less able candidates misinterpreted the responses.

**Question 4 Foundation:**

- Most candidates were able to identify the general topic area 'Traditionen'.
- Questions (a), (b), (c) and (e) were generally completed correctly.
- Question (d): Candidates misinterpreted 'Freunde kommen zu uns' as 'geht zu Freunden' ('kommen' vs. 'gehen').
- Time references in question (f) were misinterpreted ('danach' / 'nach' / 'vor').

### Question 5 Foundation:

- Several candidates were unable to identify shopping from '*Einkaufsziel*'.
- '*Mehr als*' was often overlooked in (b) where candidates chose *almost* rather than *more than*.
- The link between baker ('*Bäckereien*') and *bread* was occasionally not made.
- (d) Most candidates were able to interpret '*Spaziergang*' as walking or eliminated the other two options (*bus / bike*).
- In (e) candidates did not always find the link between *old* ('alt') and '*ältesten*'.
- Many candidates did not understand '*Hafenblick*'.

### Question 6 Foundation:

- (a) '*Jungen*' was occasionally misinterpreted as *young* rather than *boys*.
- (b) Several candidates were too vague by responding with *in the school*. Greater detail was required.
- (c) Almost all candidates responded with a reference to the *weekend* – but less able candidates were unable to understand the complete message of *staying* in school (boarding school aspect of the text).
- (d) Only the most successful candidates were able to respond correctly with 2 required answers. '*Auf dem Land*' was occasionally misinterpreted as *on land*.
- (e) More able candidates were able to understand '*Ferien*' in this context and responded correctly.

### Question 7 Foundation:

- Less successful candidates found this factual text challenging.
- (a) was mostly answered correctly.
- The response to (b) was only successful for a small number of candidates.
- The question in (c) reads: *in enclosed spaces* yet some candidates' response was *airplanes / cars / factories*.
- (d) was often answered incorrectly with *computer* rather than (*computer*) *printer* - a computer itself does not produce dust particles. Most candidates were able to understand the alternative answer '*Kopierer*'.
- (e) and (f) were only answered correctly by the more able candidates. '*Armen Ländern*' and '*modernen Öfen*'/'*Kohle*'/'*Dung*'/'*Holz*' was challenging for weaker candidates.

### Question 8 Foundation/1 Higher:

- Several candidates confused *tourism* with *tourists* (a). *Holiday activities* was also incorrect due to the last paragraph referring to accommodation.
- Weaker candidates found (b) challenging
- (c) was equally well answered with *be healthy* or *good shoes*.
- (d) The response to '*Baden im Fluss*' was generally correct or interpreted as *swimming*.
- (e) More able candidates responded correctly to '*dreistündige Tour*', but several interpreted the tour as lasting for 3 days/weeks.
- (f) Some misread the question: *What do (...) apartments offer* (asking for a noun) and replied with *family friendly* (adjective).

### Question 9 Foundation/2 Higher:

- (a) Only few candidates in the Higher Tier understood '*fühlt*' and responded correctly.

- (b) and (c) were mostly answered correctly in Foundation and Higher Tier.
- (d) Three possible answers (*neighbours/baker/boys in the yard*) but only more able candidates were able to find a correct answer.
- (e) '*Autounfall*' was challenging, especially for Foundation Tier candidates.

### Question 10 Foundation (Translation)

Overall, candidates responded well to the translation task, but weaker candidates mixed tenses (present and past tense) in Part 1-5.

- Part 1: Mostly translated correctly, but '*gern*' occasionally omitted.
- Part 2+3: Overall answered correctly; few candidates did not know '*bequem*'.
- Part 4: Past tense usually well identified, but '*Geschenk*' unknown to some candidates.
- Part 5: Often answered as **they** are very expensive rather than **some** are very expensive ('*einige sind sehr teuer*').

### Question 3 Higher:

- (a) Most candidates identified '*Berufspraktikum*' and '*Arbeitspraktikum*'.
- (b) Most candidates identified '*viele*' in the text and response.
- (c) The link between '*schwer*' and '*schwierig*' was found by the majority of candidates.
- (d) The link between '*nützlich*' and '*hilfreich*' was understood by most of candidates.
- (e) Candidates were misguided by '*Kaffee kochen*'.
- (f) Quantifiers ('*etwas*', '*nicht viel*', '*wenig*') generally understood well.

### Question 4 Higher:

- In general, responses were good, but '*Pflichtfach*' (a) was challenging for less able candidates.

### Question 5 Higher:

- Generally spoken, responses were successful. (a) '*Familienmitglied*' was identified in Tim ('*Schwester*', '*Eltern*') and in Julia ('*Familie*', '*Großeltern*') but detail to distinguish was only understood by more able candidate ('*heiraten*', '*Hochzeitsfeier*').

### Question 6 Higher:

- (a) and (b) mostly answered correctly.
- (c) Candidates answered with *near the motorway* but omitted the idea of the **noise** from cars.  
Many candidates noted that sharing a bedroom with the brother was annoying, but the text states that Chris had to get **used** to it – it was not necessarily annoying.
- (d) Most candidates understood correctly that Phil was going to be 18 soon (future tense identified correctly).
- (e) Most candidates responded correctly with 2 out of possible 3 points (noisy children, stressed mothers and gangs hanging around).
- (f) and (g) only answered correctly by more able candidates, but almost all candidates attempted the question offering a range of answers, i.e. ringing the doctor.

### Question 7 Higher:

- (a), (b), (c), (d) answered correctly by the majority of candidates.
- (e) 'Körperlich' was only understood by more able candidates.
- (f) A large variety of answers, but occasionally not precise enough, e.g. *don't email a colleague* without the idea of walking across the corridor to be more active.

### Question 8 Higher:

- (a) Almost all candidates responded with *bad for the environment* and were awarded one point. Only the best candidates responded with *feeling guilty / too much consumption*.
- (b) A wide range of answers from *shoes* to *toiletries*, and only the better candidates responded correctly with *glasses*. Very few understood the alternative 'Hörgeräte'.
- (c) Most noted that illegal organisations sell on items but the question referred to the **stealing** of clothes containers (verb) not the noun 'Weiterverkauf'.
- Overall responses to (d) and (e) were correct.
- (f) At times not precise enough. The idea of donating clothes that **do not fit anymore** due to weight loss had to be included.

### Question 9 Higher Translation:

Tenses were identified correctly, but more complex structures were challenging for less able candidates.

- Part 1: Overall responses were correct, but some candidates did not understand 'Oberstufe'.
- Part 2: Past identified correctly, but some candidates did not understand 'gewählt' and/or 'nützlich'.
- Part 3: Mostly translated correctly, but weaker candidates did not understand 'Arzt' or 'Kinderkrankenhaus'.
- Part 4: Question generally well translated.
- Part 5: The idea of spending time abroad **after** university was not always understood. Some candidates did not understand 'Erfahrungen'.

### Characteristics of successful responses

- most responses were short and concise, but candidates were not awarded marks when key elements of answers were missing e.g. Q.8 Higher Tier *donate clothes that are too large*.
- candidates should not add incorrect/superfluous details which can result in -1 mark if contradicting the correct statement.

### Areas for improvement

- Candidates need to read texts more closely (looking at adverbs etc.) and not be misguided by seeing similar nouns in the text and question statement (e.g. Q.4(d) Foundation Tier 'Freunde').
- Candidates should identify common vocabulary from a range of themes in literary and factual texts (e.g. 'auf dem Land'/'Ferien' Question 6(d) Foundation).
- Read the questions carefully – what exactly is asked for (noun/adjective/verb)?
- Look out for compound words and break them into smaller units, e.g. 'dreistündige', 'Computerdrucker'.

- Do not respond to the question according to your knowledge/experiences but to what the text says. e.g. Q.6(e) Higher Tier: *Why he does not want to go to McDonalds: because there is too much salt in the food.*
- Make sure the answers make sense in English/Welsh, e.g. Q.6 (g) Higher Tier: *What does he do? – Passport, or Where do the parents live? – Can't hear from the school.*
- Translation: Look out for tenses and translate the **exact** meaning (e.g. 'gehe ich **gern**' vs. 'gehe ich')

### Summary of key points:

- Ensure that candidates understand the rubric e.g. write the correct amount of names to match the instructions and the marks (question 2 Foundation).
- Use the entire 1 hour (Foundation Tier) and 1 hour 15 minutes (Higher Tier) and read texts closely – do not only skim for general meaning.

### Conclusion

Candidates this year were the first cohort to sit the exam and it was heartening to see that in many centres teachers did prepare their pupils well with regards to the German language as well as exam skills. Overall, candidates coped well with a wide range of text styles as well as the new element of a translation task. It is positive to see that candidates in the Foundation and Higher Tier have acquired skills that enable them to understand authentic German in a range of settings and styles.

**GERMAN**  
**GCSE (NEW)**  
**Summer 2018**  
**UNIT 4 WRITING**

### General Comments

It was good to see that candidates were able to convey meaning and communicate facts, ideas and opinions in German. Higher candidates were able to justify their views and express ideas in detail. Candidates managed to complete all the questions on the new-style paper in the allocated time, but unfortunately, some candidates did not attempt all questions. At times, candidates did not adhere to the word count. Higher marks could not be achieved where word count was clearly below the requirements as the response did not contain enough detail and only a limited range of structures and vocabulary was shown.

### Question 1 Foundation Tier:

Candidates were able to convey meaning at least partially, even if errors were present. Some candidates wrote more than required, but longer answers often contained mistakes.

- Description of your town/village;  
Candidates were able to write simple sentences with *'ist'*, e.g. *'Meine Stadt ist toll'*. Some candidates went on to justify their statement using *'weil'* unnecessarily and often incorrectly.
- One good thing about your town/village and one bad thing about your town/village;  
Candidates often used *'haben'* correctly e.g. *'Mein Dorf hat ein Schwimmbad'*. Weaker candidates found the structure *'es gibt'* challenging and instead used *'der ist'*. Some answers were contradictive e.g. *'Ich hasse Tesco, es ist toll'*.
- How you travel to the shops;  
Pupils were required to describe transport correctly. Verbs proved to be more difficult with incorrect verb endings e.g. *'Ich fahren mit dem Bus'* or using the incorrect verb e.g. *'ich gehe mit dem Bus'* or *'ich fahre zu Fuß'*.
- An activity in your town/village;  
Candidates were expected to use a verb to describe an activity. *'Es gibt ein Schwimmbad'* only partially conveys the meaning. Most candidates used modal verbs correctly, e.g. *'Man kann Fußball spielen'*.
- The weather in your town/village;  
Candidates answers varied widely, but the meaning was almost always conveyed e.g. *'Es ist sonnig'* or *'Das Wetter ist sonnig'*.

### Question 2 Foundation Tier:

- Most Candidates were able to write the required 50 words by giving information and opinions related to sport, fitness, food, drink and lifestyle. Weaker candidates wrote a simple text about their hobbies and what they eat and drink without referring to health. Some of the information was not relevant.
- Some candidates attempted the past tense. They gained marks for attempting complex structures but often lost marks due to using the past tense incorrectly.

### Question 3 Foundation Tier/1 Higher Tier:

Candidates were able to write about money and future plans, but writing about work proved more challenging. Many candidates overlooked the need for past tense ('*Ob du eine Arbeit gemacht hast*') and described their current job instead. A reference to the past was essential to achieve marks in the top bands for language and communication. Some candidates wrote about their school life and favourite subject rather than future plans. Many Higher Tier candidates wrote more than 100 words with the maximum word count of 320 words. Some of the weaker candidates struggled to write the required amount of words.

### Question 4 Foundation Tier Translation:

- The majority of candidates was able to fully convey the meaning, but grammatical structures were used incorrectly e.g. '*Ich hören gern Musik*' or '*Ich mag höre Musik*'.
- (b) The meaning of the sentence was mostly well conveyed, but candidates misused verbs ('*Mein Vater habe ...*').
- (c) Question formation was challenging for many candidates as well as the correct use of verb endings, e.g. '*Oft du Konzertkarte kaufen?*'
- (d) The better candidates were able to use the past tense correctly, but many weaker candidates used the incorrect auxiliary verb and/or past participle.
- (e) More able candidates used correct word order as well as the appropriate comparison.
- Many less able candidates still achieved 2 marks as the meaning was fully conveyed even though grammatical structures were used incorrectly.

### Question 2 Higher Tier:

- Both topic options were accessible for candidates.
- Candidates were able to write the required word count but many exceeded 150 words. Better candidates justified their views and gave a lot of detail. Due to the nature of the task, candidates found it more challenging to include the past tense when writing about the environment. References to future intentions and what could be done (conditional) for the environment were rewarded. Some candidates focused too much on their last holiday rather than explaining the importance of holidays and (dis-) advantages of tourism. Many candidates were able to include complex structures, idioms and a very good variety of vocabulary that contributed to excellent responses with detailed information.

### Question 3 Higher Tier Translation:

Most candidates used the past tense correctly. Comparison (*much better*) was also widely handled with confidence. Many candidates did not use '*um ...zu*' in the third phrase (I use my phone to surf...). *It seems that* proved very challenging, with many candidates attempting paraphrasing. Future tense and modal verbs were often used partially correctly, but syntax rules were not always followed. Most of the vocabulary was known, but several candidates used '*Nachteil*' instead of '*Gefahren*'.

### Characteristics of successful responses

- Foundation Question 1: write one complete sentence and ensure that the verb is used correctly.
- Foundation Question 2: Simple opinions and facts need to be expressed in a fair amount of detail, using a range of vocabulary and structures. The message must be mainly clear.

- Foundation Question 3/Higher Question 1:  
Candidates need to address **all** bullet points in the question. They need to express facts, ideas and opinions using a variety of grammatical structures and a range of vocabulary. Reference to different tenses must be included in the answer.
- Foundation Question 4 Translation;  
Candidates should be able to use common verbs in different tenses. They need to be able to form questions.
- Higher Question 2:  
Better candidates' work was clearly structured and developed. Examples and details were given and supported by opinions and justifications. Tenses were included and contributed to a natural flow of information.
- Higher Question 3 Translation;  
Better candidates broke up longer sentences. Verbs in all tenses were used correctly and the position of verbs was correct. It was pleasing to see that almost all candidates used capital letter for nouns. The meaning was often fully conveyed, but grammatical structures were incorrect.

### Areas for improvement

- Foundation Question 1:  
Candidates need to write short but concise sentences. No justification or greater detail is required for Question 1 Foundation Tier.
- Foundation Question 2:  
Candidates should not divert from the theme and write only relevant information due to the limited word count (e.g. not only to write about their hobbies but how sport can improve **health**).
- Foundation Question 3/Higher Question 1:  
Candidates should stick closer to the word count. The question must be read thoroughly and references to different tenses must be picked up.
- Foundation Question 4 Translation:  
The formation of questions, verb endings in different tenses and syntax were often incorrect.
- Higher Question 2:  
Idioms were used, but not always correctly. Set phrases such as '*Meiner Meinung nach*' were often spelled or used incorrectly. Some candidates need to adhere to a clearer structure and ensure the coverage of different tenses.
- Question 3 Higher Tier Translation:  
Candidates need to avoid major mistakes e.g. verbs (tenses, endings) and word order.

### Conclusion

Candidates were aware of the requirements of the tasks. Looking at candidates' notes next to their responses shows good preparation by teachers. Less able candidates struggled to use verbs correctly. Syntax was also challenging for weaker candidates. The new-style questions allowed better candidates to show off their German knowledge. They were able to include idioms, tenses and structures that are more complex.



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