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# **GCSE EXAMINERS' REPORTS**

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**GCSE (NEW)  
GERMAN**

**SUMMER 2019**

Grade boundary information for this subject is available on the WJEC public website at:  
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

### **Online Results Analysis**

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

### **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 2019**  
**UNIT 1**

**General Comments**

The Unit 1 speaking assessments were completed and uploaded onto the system within the required time frame, during the specified five-week period. The majority of centres included the three documents required: the authenticity form, declaration form and list of task allocation for the candidates. The centres used the randomly generated list in order to allocate each candidate with the correct set for the examination. The majority of centres included the Centre number and Candidate number with each uploaded file, to ensure correct identification of the individual candidate. Centres showed an understanding of their candidate's ability and consideration was made when entering candidates of the '*accessibility of assessments for learners of different abilities*', thus ensuring that candidates were able to access the tasks appropriately. On the whole centres fulfilled the time limit allocated for the tests in the specification and for the individual elements within the tiers (Foundation 7-9 minutes/Higher 10-12 minutes). It is important to note that, although the timings for each task are approximate, teachers must adhere to the overall timings, as any speaking evidence that exceeds these timings, will not be marked, resulting in the candidate being at a disadvantage. The majority of centres arranged appropriate facilities for the assessments to take place, in some cases there was excessive noise, which impeded the execution of the examination.

**Comments on individual questions/sections**

**Role Play**

The majority of candidates were able to fulfil the requirements of the role play activity at Foundation and Higher Tier. The candidates had been well prepared and were able to respond appropriately. Several candidates experienced difficulty, when responding to the unseen question in both tiers and also when required to formulate a question. At Higher Tier, some candidates self-penalised, if they extended their response to the prompt, resulting in an inaccuracy in either use of vocabulary or grammatical structures.

Candidate's performance was consistent with last year's cohort.

**Photo Card**

At both Foundation and Higher Tier, the majority of candidates had prepared themselves well for the two seen questions, during the preparation time. Candidates found the unseen questions more difficult, which proved to be the case for candidates at both tiers. In the centres where the candidates were given the opportunity to spend equal time on each question and who were prepared to give opinions on what was happening in the photo, rather than just describe, were able to access the highest marks. Teachers who were able to rephrase questions and maintain the original meaning, prompt the candidate to extend their response and develop their opinions, and to make reference to past, present and future, were able to support and assist the candidate in achieving the highest bands.

Some teachers asked an excessive number of questions to encourage responses from the candidates, resulting in the task becoming a conversation and longer than the time allocated for the photo card (Foundation 2 minutes/Higher 3 minutes)

### **Conversation**

The majority of candidates at both Foundation and Higher Tier were able to access this part of the assessment and were well prepared for the task, enabling them to answer questions on the two topics. On the whole the two parts of the task were timed equally and candidates were able to perform in each topic. When the timings were accurate candidates were afforded the opportunity to develop their answers to include time references.

Candidates usually initiated part one of the conversation and as a result were able to gain marks for communication and interaction. Nevertheless, candidates, who had prepared a long introductory piece, which was not necessarily relevant to the task, were restricted by the time allowed for each part of the conversation.

Pronunciation and intonation was generally good and the majority of candidates were given the opportunity to show their linguistic knowledge and accuracy, in particular when being asked to talk about events in the past and future.

The conversation task also showed evidence of performances, which reflected the candidates' ability to convey information, use appropriate language and complex structures, in order to respond to the questions. Most candidates had been prepared well for this element and were able to develop their answers to questions on the different topics.

Centres who had considered the requirements from the assessment grid had prepared their candidates to initiate the first topic and give detailed, relevant and clear information, using the appropriate range of vocabulary and language for each tier. The candidates who performed best were able to express opinions and justify their views, using complex structures. Those candidates who performed confidently when using time references were able to access the top bands and as a result gain the higher marks.

### **Summary of key points**

The majority of centres continue to prepare their candidates for the speaking element, taking into consideration the different demands of each task. In order to ensure that each candidate is given the opportunity to access the appropriate range for their ability teachers should familiarise themselves with the specification, regarding the timing of each task, the specific nature of each task and the assessment grid. Teachers should also consider the opportunities for candidates to show their ability to operate within the different time references. This will ensure that candidates are given every opportunity to access the marks and achieve their linguistic potential.

**GERMAN**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 2**

**General Comments**

Candidates completed tasks related to themes and sub-themes at both levels. There were very few unattempted questions or sections to questions.

Some candidates at both levels appear to be anticipating words used in the boxes or pictures e.g. Burg for castle when the word on the CD used was Schloss .This could cause difficulties. It is important to concentrate on the question, not on anticipating what words could be used in the actual recording.

Several candidates gave too much information adding information that wasn't required but which contradicted their answer, resulting in a +1/-1 mark.

**Comments on individual questions/sections**

**FOUNDATION TIER**

- Q1. Generally no issues
- Q2. Generally no issues, some confusion with part (a) *Sportgeschäft* sometimes ticked as sports centre.
- Q3. Parts (b) and (d) caused the most problems. **Telling the time** (*half past the hour*) again not secure.
- Q4. Generally well attempted , apart from Katrin: *wann beginnt die Schule?*
- Q5. Section 1 was well attempted. Section 2 produced varied responses. Very few candidates picked out the fact that there were only 20 places available a year.
- Q6. Section 1 was well attempted , although *Pausenbrot* was often misunderstood. Section 2 produced good answers to sections c and d. Often in section e the fact that the students were *enjoying/ having breakfast together* was often ignored, many candidates just offering chatting/playing together
- Q7. Generally well attempted. Section b appears to have caused some difficulty with the *computer game* often chosen as the correct answer.
- Q8. At both levels this appears to have been challenging. *Oberstufe* and *Gesamtschule* often conveyed incorrectly. Some candidates offered too much information, sometimes contradicting themselves, others only offering a single word in the opinion box.
- Q9. Part (a) generally well attempted , particularly by candidates entered for the higher tier.  
Part (b) – There were difficulties in conveying *preiswert* correctly and in part (d) referring to time not distance.

## HIGHER TIER

Questions 1-3 are common to both tiers

- Q4. Section 1 (a) *Schüler* was often translated as schools . Part (b) *Stundenplan* not generally recognised and the idea that the timetable could be checked *from home* was often ignored. Part (c) *Klassenarbeit* often not conveyed correctly.
- Q5. Generally well attempted , section (d) producing a variety of ticks in the boxes.
- Q6. Generally well attempted. Some confusion arose with *manchmal auf Englisch*.
- Q7. This question produced a variety of responses. In section 1 *Louise : the train* was often not mentioned. *Car pollution* in section 3 *Helen* appeared to have challenged several candidates.
- Q8. This question produced a number of good responses from candidates. Issues arose with *Noten* being offered as notes, and section (d) *das wundert mich* often being offered as it's a wonder/ wonderful.
- Q9. A number of candidates performed well. Some lost marks by applying their own experience to the situation. In section (b) various references to social media were made by a few candidates. Section (d) often the fact that the mobile phoned had to be *collected* was ignored. Section (f) was a challenge for many candidates.

### Summary of key points

#### Characteristics of successful responses.

Responses which were short and concise.

Responses which did not add incorrect/superfluous details which can result in -1 mark if contradicting the correct statement.

#### Areas for improvement

Read the questions carefully – what exactly is asked for? e.g. Q9c foundation / 3c higher .

***Apart from the water sports .....***

In Question 8 at foundation ( 2 at higher) the opinion box requires just one concise **opinion**, but more than 1 **word**, in order to gain a mark.

Listen out for compound words and try and break them into smaller units, e.g.  
*Frühstücksclub*

Practise listening to **numbers** in all forms, e.g. distance, **time**.

Practise listening to plural forms of nouns e.g. Strände / Plätze / Gärten

**GERMAN**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 3**

### **General Comments**

Candidates found this year's paper more challenging than 2018 but were able to access all questions including the translation tasks in Foundation and Higher Tier. Authentic and literary texts were more challenging to pupils, especially in the Foundation Tier. The question "What is the text about?" often proved difficult for the majority of candidates.

### **Comments on individual questions/sections**

#### **Question 1 Foundation Tier**

The vast majority of candidates was able to achieve high marks, but the word *Fremdsprachen* was at times not recognised.

#### **Question 2 Foundation Tier**

Candidates found this question very challenging, not identifying the link between sentences even though words were often identical e.g. *bei Festen treffen* – *wenn sich Leute treffen*.

#### **Question 3 Foundation Tier**

Most candidates understood the text but found it more challenging to link it to the "small" words i.e. *nur, auch, wenig* etc. in the statements below.

#### **Question 4 Foundation Tier**

Most candidates chose some correct answers but weaker candidates found the link between the text and the statements difficult.

#### **Question 5 Foundation Tier**

Weaker candidates did not identify the conditional *es sollte* and the difference between *dürfen* and *müssen*.

#### **Question 6 Foundation Tier**

Candidates were often not precise enough when describing the train's arrival time *Samstagnachmittag* e.g. *Saturday* or *Saturday midday*. Question 6 (d) asked to describe Stiegnitz with many candidates answering *2km*, which is not a description of the town. Basic words i.e. **Kleinstadt** or **Ende** were overlooked. Many candidates misinterpreted *Gymnasium* as a gym.

#### **Question 7 Foundation Tier**

- Q7. (a) candidates often gave part of the correct answer e.g. *you get information* but omitted the necessary detail *in minutes*.  
(b) Many candidates did not know *ich will nicht* = *I don't want to* (modal verbs)  
(c) Only very few candidates understood *meine Tochter*.

- (d) Most candidates understood *Kochen* but misread the noun *die Wäsche* as the verb to wash. Many guessed *not to spend time with her family* whereas the answer was *to speak with her family*.
- (e) Few candidates were able to understand the time element *immer Zeit für mich*.

#### Question 8 Foundation Tier / 1 Higher Tier

- Q8. (a) Many candidates found it challenging to describe the general meaning of the text (environment / carbon footprint)
- (b) Most candidates understood *Wasser* but failed to include the idea of **running** water, some correctly understood *heating* and mostly higher candidates answered correctly with *(unlimited) electricity*.
- (c) Most candidates answered this question correctly.
- (d) Almost all candidates answered this question correctly with only very weak candidates not knowing *Fahrrad* or *zu Fuß*.
- (e) Almost all candidates identified the idea of switching off (ausschalten) but many guessed *lights* or *electricity* instead of *electrical appliances*.

#### Question 9 Foundation Tier / 2 Higher Tier

- Q9. (a) Many, mainly foundation tier candidates did not read the text properly but chose the first person mentioned in the text (*Mama*).
- (b) Foundation tier candidates often looked at the picture rather than reading the text and guessed the answer incorrectly. Few higher tier candidates thought the police was helping the children.
- (c) The more able higher tier candidates were able to answer this question correctly.
- (d) Several candidates mixed up *Bücherei* (to lend a book) with *Buchladen* (to buy a book) or even a *butcher*.
- (e) Many candidates did not know directions *rechts* or *links*.
- (f) Surprisingly some foundation candidates did not understand *hat mit seinem Handy gespielt*. Few candidates misunderstood *saß auf seinem Fahrrad* as **riding** his bike.

#### Question 10 Foundation Tier Translation

Weaker candidates did not understand the context of health. Several candidates misinterpreted *ich treibe Sport* as *I try sports*. Most candidates translated *meistens* correctly but *ab und zu* was more challenging. Unexpectedly the word *Süßigkeiten* was often unknown. Weaker candidates did not identify the past tense in the last two sentences. Some candidates were not precise enough and wrote *I went to a pizza place* rather than *I ate* (*habe ... gegessen*). The vast majority translated the last sentence correctly using some form of *tasty, yummy, delicious* etc.

#### Question 3 Higher Tier

More able candidates chose the correct boxes but only very few left boxes blank.

#### Question 4 Higher Tier

- Q4. (e) The link between *lustig kleiden* and *komischen Kostümen* was often not made.

#### Question 5 Higher Tier

- Q5. (d) Surprisingly candidates often missed the connection between *Freundin mit Interesse an Fotografie* and *kreative Freundin*.
- (f) Weaker candidates did not understand the conditional *hätte gern* and the quantifier *weniger*.



### Question 6 Higher Tier

- Q6. (a) Candidates found it again challenging to identify the general context of the text (given in the sub-heading).
- (b) Many candidates were able to understand *laden ... herunter*.
- (c) Only few candidates understood that the students dress up to **advertise** for concerts – NOT to **attend** the concert. Candidates were awarded marks for understanding the idea of dressing up OR advertising the concerts.
- (d) Only few candidates understood the idea that Vienna benefits **financially** from Mozart for the next 100 years.
- (e) Unexpectedly, many candidates did not understand *Geige*.
- (f) Most candidates answered correctly with *hotel*, few understood *Verkehrsamt*.
- (g) Many candidates answered incorrectly with *town plan* instead of *map*.

### Question 7 Higher Tier

- Q7. (a) *Morning* was not accepted but required more detail (**early morning**)
- (b) The majority of candidates understood bonus/pay rise but some misinterpreted as NOT getting a bonus or pay rise.
- (c) The vast majority of candidates answered the question correctly, only weaker candidates not identifying *schwarzen Kaffee*.
- (d) Most candidates chose *hectic* over *time flies*.
- (e) Many candidates understood correctly that the shoes were taken off, with weaker candidates guessing what could have happened to the shoes.
- (f) Better candidates understood *krankmachend* as it makes you ill.
- (g) Many candidates were not awarded marks because they did not identify the correct tenses (*hat ... gearbeitet; hätte ... verdient*) and incorrectly chose the present tense.

### Question 8 Higher Tier

More able candidates followed the text in order to answer all questions.

- Q8 (a) The idea of *Gefühl* (feeling) needed to be included – more able candidates understood correctly *to speak the language of music*.
- (b) Most candidates understood *opera* with few opting for *advertisements*.
- (c) Only the more able candidates understood that the audience perception was the measure.
- (d) Many candidates answered partly correct with *his voice* but the idea of uniqueness had to be included. Most candidates chose the alternative, easier option of *individuelle Interpretation*.
- (e) *Playing an instrument* was not accepted as a musician's skill. More detail (*playing an instrument well / be versatile*) had to be included.
- (f) Candidates found this question challenging but many were able to get at least one mark. *Working late* was not accepted for *unusual working hours*.
- (g) Many candidates guessed an answer and only more able candidates understood *das Beste herausholen*.

### Question 9 Higher Tier Translation

Many candidates did overlook / not understand *verschiedene Netzwerke*. Several candidates misinterpreted *Gefahren* (noun) as *gefahren* (past participle). Surprisingly many candidates did not understand *diskutieren*. Some candidates misinterpreted *Daten* as *dating* not *data* and thought of dating websites. Only few candidates translated *immer mehr* as *more and more* – NOT *always more* – correctly.

### **Summary of key points**

Only a few candidates left multiple choice boxes empty rather than guessing an answer. At times the English/Welsh answers were not precise enough due to a lack of exam skills rather than German knowledge. All candidates should read the texts and answer questions chronologically. Looking out for recognisable key words will enable candidates to answer questions even if parts of the text are not understood. The allocated time should be taken to read every text and question carefully to avoid unnecessary mistakes by overlooking details. When translating into English/Welsh ensure that the answer makes sense.

**GERMAN**  
**GCSE (NEW)**  
**Summer 2019**  
**UNIT 4**

**General Comments**

The paper was accessible for the vast majority of candidates. They were able to convey meaning and communicate facts, ideas and basic opinions in German with Higher Tier candidates being able to justify their views and express ideas in greater detail. Candidates were able to complete all tasks in the allocated time. Some did not adhere to the required 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. Candidates were not penalised when exceeding the word count.

**Comments on individual questions/sections**

**Question 1 Foundation Tier**

The meaning of each section was conveyed fully by the majority of candidates even if grammatical errors were present. A full sentence including a verb was required; writing several sentences often included major mistakes and lost candidates marks.

- Description of your family.  
Simple sentences with *ist*, e.g. *Meine Mutter ist lustig.* and *habe* e.g. *Ich habe einen Vater* were used. Correct verb endings were required to achieve full marks, gender and adjective agreements were considered a minor mistakes and not penalised.
- What you are like.  
Most candidates were able to use *ich bin* + adjective correctly, some adding more (not required) detailed information including complex structures. Weaker candidates used incorrect verb endings and poor spelling.
- When your birthday is.  
Most candidates were able to convey the meaning but the word *Geburtstag* was often misspelled. The incorrect use of prepositions was not penalised.
- What you do for your birthday.  
A wide range of answers was possible and most candidates were able to convey some meaning recalling simple sentences e.g. *Ich spiele Fußball.* To achieve full marks verbs had to be used correctly. Word order mistakes (TMP) were not penalised.
- What your friend looks like.  
Third person verb endings were required. Most candidates were able to convey the meaning and the majority recalled key verbs correctly, e.g. *Mein Freund hat blaue Augen.* Some candidates used the plural noun *meine Freunde* with the incorrect verb ending.
- What you like to wear.  
The idea of **like to wear** had to be conveyed but marks were awarded when describing what they **wear** or what they **like**, too.

All Candidates were able to convey some information about themselves.  
A large amount of candidates was able to achieve almost full marks by giving simple information correctly in German.  
Weaker candidates missed out on marks due to a lack of basic vocabulary or incorrect use of key verbs *haben* and *sein*.  
Some candidates wrote too much where only one sentence was required and risk self-penalising by using complex structures incorrectly with major errors.

### **Question 2 Foundation Tier**

The subject area of *school* was very accessible to the vast majority of candidates. Most candidates found it easy to write 50 words including ideas and opinions to achieve marks from the top band within the mark scheme. More able candidates included complex structures e.g. past tense or *weil*, with weaker candidates giving opinions using the simpler *denn*-structure.

Less able candidates struggled at times to present relevant ideas coherently and were awarded marks from the lower bands due to ambiguity and lack of clarity.

Attempts to use complex structures were awarded even when mistakes were present. The highest band for linguistic knowledge and accuracy requires a **good** level of accuracy but allows for mistakes when **attempting** more complex structures.

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

The topic area “environment” was not too challenging for the majority of candidates with foundation candidates focusing mainly on the recycling aspect of the topic incl. simple vocabulary i.e. *Altglas, recyceln* etc. Many, especially foundation tier candidates did not include the range of tenses required to achieve marks in the top bands. Some of the weaker candidates struggled to write the required amount of words. When attempting more complex sentences the message became less clear due to a lack of topic specific vocabulary and structures, i.e.  *duschen statt baden*. The correct use of verbs incl. different tenses was often challenging for foundation tier candidates. Higher Tier candidates showed a wider range of topic specific language i.e. *Luftverschmutzung, öffentliche Verkehrsmittel* etc.

### **Question 4 Foundation Tier Translation:**

- (a) The majority of candidates was able to convey the meaning, but vocabulary incl. spelling was not always used correctly (*usually, visit, France*).
- (b) Most candidates knew the vocabulary but the spelling of *Küste* was challenging.
- (c) Question formation was problematic for the majority of candidates (word order).
- (d) More able candidates were able to use the past tense correctly, but the majority of candidates gained at least one mark for communicating little meaning.
- (e) Similar to (d) the majority of candidates gained at least one mark for communicating little meaningful information with better candidates using the future tense correctly.

### **Question 2 Higher Tier:**

All candidates were able to access one of the option choices successfully with *Junge Leute und Freizeit* being the more popular choice.

Most candidates wrote the required word count but some exceeded 150 words. Weaker candidates struggled to write 150 words because only facts were given without developing and justifying ideas. Better candidates obtained marks from the top bands by justifying their views and giving detail rather than listing facts. Weaker candidates wrote about their free time without including more challenging aspects required to achieve top marks (i.e. the importance of free time and (dis-) advantages). Most candidates were able to include a range of tenses using simple verbs e.g. *ich habe ... gegessen, ich werde ... spielen*, but only few candidates included more complex structures i.e. *um ... zu*, conjunctions.

### Question 3 Higher Tier Translation:

Many candidates confused *to become (werden)* with *to get (bekommen)* and consequently marks for conveying the correct meaning could not be awarded. It was pleasing to see that the future tense was mainly used correctly as well as the *um... zu* structure. The past tense in the third person proved to be more challenging with incorrect word order, past participles and auxiliary verbs. However, many candidates were able to convey meaning but with grammatical structures incorrect. Surprisingly some of the vocabulary was challenging including *grand-father, hospital, kind, hardworking*. Several candidates overlooked details i.e. *several years* was incorrectly translated as *sieben Jahre*.

### Summary of key points

- Foundation Tier Question 1: keep the answer short but include a verb.
- Foundation Tier Question 2: include information and opinions, attempts of more complex structures will be awarded even if not always used correctly.
- Foundation Tier Question 3 / Higher Tier Question 1: give relevant information and use a range of tenses.
- Higher Tier Question 2: develop ideas to give details rather than listing facts; justify views; include complex structures and a range of tenses.
- Translations: read the English/Welsh text carefully and ensure to translate every aspect, e.g. **usually**, **like to go**, **small hospital**.



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