

GCSE



Chief Examiner's Report German

Summer Series 2018



Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in German for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCSE GERMAN

Chief Examiner's Report

Assessment Unit 3: Reading

Foundation Tier

Only 30 candidates were entered for this examination.

Candidates performed well in this paper considering that they sat the examination at the end of their first year of GCSE. Almost all candidates gained a grade C or C*.

The format of the paper has changed considerably in the Revised Specification. The Reading element is now worth 25% of the overall GCSE qualification, the examination is 50 minutes long and tests a greater content over 12 questions worth a total of 60 marks (as opposed to 40 minutes and 40 marks in the Legacy specification).

The format of the questions was mostly objective-type matching lexical items, pictures, names, letters, sentence halves and percentages.

The most demanding question was by far the gap-fill task in Question 9 which required a very good understanding not only of German vocabulary but also of syntax. Another new question type was the translation in Question 9.

- Q1** Question 1 was completed well, candidates had little difficulty identifying the three items on the menu.
- Q2** In Question 2 most candidates got the answer for Part (a) but struggled with the word 'Erwachsene' in Part (b).
- Q3** Question 3 which required candidates to match leisure activities with a sentence proved to be a more discriminating task as it tested comprehension of content rather than just knowledge of single lexical items.
- Q4** Question 4 was a very easy question and almost all candidates scored full marks in this.
- Q5** Question 5 attracted a range of marks as it tested candidates' more detailed reading skills. Each of the pictures which matched the part questions contained at least one distractor which challenged those who might have guessed the answer or who might have interpreted the gist of the passage.
- Q6** Question 6 tested fairly well known places in town and was generally completed successfully with Part (e) 'Apotheke' and Part (f) 'Post' proving to be the most difficult.
- Q7** Despite the topic area 'community involvement' of Question 7 being new in the Revised specification candidates performed very well in this task which suggests that candidates were able to seek out the relevant indicators and match them correctly to the sentences in English.
- Q8** As already mentioned, the sentence translation from German into English was a new task but was completed quite successfully for Part (a) and Part (b). Many candidates, however, translated Part (c) in the past tense ('Last weekend I went swimming') and got no marks as a result.
- Q9** In the gap-fill exercise in Question 9, Part (d) was completed more successfully than the other three parts. Part (c) was the least successful, not surprisingly as each of the three verbs available for the gap would have fitted grammatically.
- Q10** Most candidates scored very well in Question 10.

Q11 Question 11 was much more challenging as it required candidates to read a longer passage in German and then tick the 6 correct statements out of 9. The majority of candidates gained 4 out of 5 marks here.

Q12 The final question tested careers and required candidates to match 8 names to pictures of jobs. While approximately half of candidates gained full marks, there were many who only scored 4 out of 8 or less.

Overall, the Foundation Reading paper was a successful test of candidates' knowledge and skill at this level.

Higher Tier

Only a very small number of very able students were entered for this examination. All candidates performed very well and difficulties only arose in some of the more challenging questions such as the gap-fill exercise in Question 9. There was a greater emphasis on some new topics such as 'Community Involvement', 'Junge Leute und Politik', 'Soziale Medien' and 'Umwelt' but candidates coped very well with these.

Questions 1, 4, 7 and 10 were overlap questions with the Foundation paper and were answered mostly successfully in this paper.

As for the Foundation paper the Reading examination is now worth 25% of the overall GCSE qualification as opposed to 20% in the Legacy examination. The content of the paper has increased by 50% and candidates have a full hour to complete the Higher examination. Instead of the questions following an incline of difficulty the paper is designed with a 'wave of demand', which means that more accessible and more challenging questions are mixed throughout the paper so that candidates are encouraged to attempt each question.

Assessment Unit 4: Writing

Foundation Tier

There were no candidates entered for this component.

Higher Tier

Question 1 proved the most accessible and the candidate scored highly. The question was on the topic of School and required five short phrases to be written; four in the present and one in the past tense. The mark scheme does not demand absolute accuracy for each phrase to be awarded the maximum two marks for each phrase.

Question 2 was on the topic of Myself, My Family and Relationships and required five short sentences to be written; four in the present and one in the past tense. Errors became more frequent in accuracy and the candidate scored half of the possible marks.

Question 3 was a series of five short translation sentences and proved challenging.

Question 4 provided an opportunity for the candidate to write at length. The choice of three tasks were based on the following topics: Home Life and Hobbies, Holidays, A Job Application. The candidate wrote at reasonable length and communication was mainly unambiguous. However the Grammar and Structures criteria necessitated for a Band 3 response proved challenging and there were frequent inaccuracies.

The performance of one candidate from one centre is not representative of a usual candidateship, however the application of the mark scheme by the examiners suggests candidates will benefit from practice in translation exercises and writing at length under examination conditions.

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