

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

GCSE German (5GN03)  
Paper 3F Listening and Understanding in  
German

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Publications Code UG036052

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## **Unit 3 (Foundation): Reading and Understanding**

These papers were offered for the fourth time as part of the suite of papers forming the GCSE 2009 specification.

### **Assessment Principles and Mark Scheme**

A maximum of 40 marks is awarded positively for correct information successfully retrieved and conveyed in each paper. All instructions are in English and no question involves target-language writing. The targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage students to answer all of the questions, and that individual questions follow the sequence of the text and thus appear in chronological order. Grade C/D questions are common to both Foundation and Higher Tiers.

### **Mark Schemes**

All tasks are marked positively, with varying marks available for each question according to the information required in the answer, or the difficulty of the question. The number of marks available for each question and sub-question is clearly stated within the paper.

### **Students' Responses**

The examiners were agreed that the papers this summer for both tiers as a whole represented a valid test, which was fair to all students, with well thought-out and interesting questions. The papers as a whole differentiated very well between the weaker students and the more able students.

Centres entered their students on the whole appropriately at Foundation level. Consequently, the examiners felt that they were assessing the performance of genuine Foundation level students.

### **Question 1**

The topic of sport offered students a familiar introduction and a chance to do well in their first task. Most students scored well although the lexical item 'Gymnastik' caused problems for the weaker students around the F/G borderline. If students ticked or crossed more than the required four boxes, then one mark was deducted from their score for each superfluous box ticked or crossed. This rule was applied throughout the paper for appropriate questions.

### **Question 2**

On the topic of Shopping most students were able to match the correct phrases with the words in the various boxes. Weaker students found the task on the whole quite accessible. The most challenging section was D where some students struggled with the word 'Mode'.

### **Question 3**

This was the first crossover question which was common for both Foundation and Higher papers and was attempted successfully by most C/D students, however, many weaker students found the task quite challenging with the lexical items 'Spaziergang' and 'Jugendmannschaft' proving difficult.

### **Question 4**

This was another crossover question and identifying the correct tenses in sections iii and iv proved quite a challenge to most students at Foundation Level. They found it difficult to distinguish between the different tenses, a vital component in identifying the correct answers. 'Vor zwanzig Jahren' and 'Hemden' seemed to prove challenging for many foundation students.

### **Question 5**

Within the Foundation paper this question was targeted at lower scoring students and overall they scored well, correctly identifying the words needed for describing family relations. However, some students found the differentiation between 'Freund' and 'Freundin' difficult.

### **Question 6**

Although students on the whole did well on the topic of School, a sizable number were unable to identify the German word for languages and henceforth did not gain a mark for section 6iii.

### **Question 7**

This third crossover question on North Germany posed more of a challenge to most students who were able to identify the correct information from the text gaining on average two marks. The concept of restaurants being open all year round proved difficult for the less able students.

### **Question 8**

This fourth crossover question was quite accessible to students on the Foundation paper with the majority gaining three or four marks. The topic of television and the relevant vocabulary seems to be well taught and widely known by all students.

### **Question 9**

This section on jobs was handled quite successfully by most students with the fourth item being the most challenging one where students found it difficult to identify the correct word for farmer.

## **Question 10**

A small minority of students continue to answer the English questions in German and thus sadly debar themselves from scoring at all. The question on the whole proved quite accessible to most students although section 10d was sometimes answered incorrectly where a translation of 'toll' was just given as good or similar which is not quite as strong as the German word.

### **Advice and Guidance**

Superfluous information, information not contained in the printed target-language material, and self-contradictory combinations of correct and incorrect information earn no credit. Similarly, non-synonymous alternatives can be given no credit. Students are encouraged to cross through any alternative answer rather than leaving examiners with a choice, though crossed-out work will be marked where the student has not replaced it with an alternative response. Students should be aware that if just one mark is on offer, as throughout most questions, they should be giving only one item of information in the answer. However, if it is clear that more than one item of information is being solicited (e.g. Paper 3H questions 4b and f), then students must ensure that they produce the required number of items in their response. Student scripts are marked on-screen for this paper and the examiners struggled to read a number of scripts. Some students used very faint ink and there were scripts where the quality of the handwriting was extremely poor. Students should be reminded to use black ink and to write as clearly as possible. Many responses indicate that students are not reading the texts carefully enough. For those students aiming at a higher grade it is imperative that they pay attention to the actual content of the texts and that they do not make assumptions. Especially for the task requiring answers in English, students should ensure that what they have written is relevant to the question and can be supported by the text. Students should also be encouraged to keep their answers as concise as possible. It is not advisable for students to put down everything they have understood, or negate their answer, as this may lead to their losing the mark. The space given for the answer is deemed adequate for a full and complete response.

## **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>

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