

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCSE  
in German(5GN03/3F)  
Paper 3F: Reading and Understanding  
in German

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**GCSE German**  
**Unit 3F Reading and Understanding in German**  
**Examiners' Report**

**General Comments**

**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 candidates to keep going to the end, 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.

**Candidates' Responses**

The examiners were in agreement that the summer 2015 papers for both tiers as a whole represented a valid test, which was fair to all candidates, with well thought-out and interesting questions. The papers as a whole differentiated very well between the weaker candidates and the more able ones.

On the whole centres entered their candidates appropriately at Foundation level. Consequently, the examiners felt that they were assessing the performance of genuine Foundation level candidates.

**Question 1**

The topic of Traffic offered candidates a familiar introduction and a chance to do well in their first task. Most candidates scored well although the lexical item 'U-Bahn' caused problems for the weaker candidates around the F/G borderline. If candidates 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 Holiday Problems most candidates were able to match the correct phrases with the words in the various boxes. Weaker candidates found the task on the whole quite difficult. The most challenging part was C as weaker candidates struggled with the word 'Portemonnaie'.

**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 candidates, however, many weaker candidates found the task quite challenging with the lexical items 'etwas Aufregendes' and 'verdienen' proving difficult.

**Question 4**

This was another crossover question and identifying the correct answers in all sections proved a challenge to a number of weaker candidates at

Foundation level. They found it difficult to identify the details which distinguished between the different sub answers. Lexical items such as 'ohne Risiko' and 'teilnehmen' seem to be not very widely known amongst weaker candidates.

#### **Question 5**

Within the Foundation paper this question was targeted at weaker candidates but quite a number found it quite challenging identifying the correct adjectives when describing friends. They often did not know the words 'Lachen' and 'Hilfe'.

#### **Question 6**

Candidates on the whole did very well on the topic of School Subjects which was targeting F/G borderline candidates. Only very few marks were lost in this section.

#### **Question 7**

This third crossover question on a Comic book character posed more of a challenge to most candidates who found it difficult to identify the correct time frame for the different sections. The concept of Super-Rat being considered nasty in the past was difficult for the weaker candidates to comprehend.

#### **Question 8**

This fourth crossover question was quite accessible to candidates on the Foundation paper with the majority gaining more than half marks. The topic of 'In town' and the relevant vocabulary seem to be well taught and widely known by most candidates.

#### **Question 9**

This section on a weather forecast was handled successfully by most candidates, most of which were able to gain four marks here. Question 9a was the section where most marks were lost.

#### **Question 10**

A small minority of candidates continue to answer the English questions in German and thus sadly debar themselves from scoring at all. Clearly candidates' use of English should be unambiguous. The question on the whole proved quite accessible to most candidates. Section 10a was sometimes answered incorrectly with candidates answering *where* they were meeting, not *when*. In section 10b candidates often gave an insufficient answer by stating 'going into town' without mentioning the shopping. In section 10d some candidates did not mention a reason relating to food and could therefore not gain a mark.

#### **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. Candidates are encouraged to cross through any alternative answer rather than leaving examiners with a choice, though crossed-out work will be marked where the candidate has not replaced it

with an alternative response. Candidates 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 candidates must ensure they produce the required number of items in their response. Some examiners struggled to read a number of scripts as candidates used very faint ink, and there were scripts where the quality of the handwriting was extremely poor. Candidates should be reminded to use black ink and to write as clearly as possible. Many responses indicate that candidates are not reading the texts carefully enough. For those candidates 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, candidates should ensure that what they have written is relevant to the question and can be supported by the text. Candidates should also be encouraged to keep their answers as concise as possible. It is not advisable for candidates to put down everything they have understood, as this may lead to their losing the mark if they hedge their bets or negate their answer. 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>