

Examiners' Report/  
Principal Examiner Feedback

Summer 2016

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

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Summer 2016

Publications Code 5GN03\_3F\_1606\_ER

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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 agreed that the papers this summer for both tiers as a whole represented a good test, that they were user-friendly and fair to all candidates, with well thought-out and interesting questions. The papers as a whole differentiated well between the weaker candidates and the more able ones.

Centres entered their candidates on the whole appropriately at Foundation level although about 10% of candidates scored very high on the Foundation paper and might have achieved higher than grade C if they had been entered at Higher level. Overall, the examiners felt that they were assessing the performance of genuine Foundation level candidates.

##### **Question 1**

The topic of TV programmes offered candidates a familiar introduction and a chance to do well in their first task. Most candidates scored well although the lexical items 'Tiesendungen' and 'Zeichentrickfilme' caused problems for the weaker candidates around the F/G borderline.

##### **Question 2**

On the topic of Reading most candidates around the C/D borderline were able to match the correct phrases with the various people, however, section 2iii which was looking for a quick reader proved the most difficult item in this task. Weaker candidates found the task on the whole quite challenging.

##### **Question 3**

This was the first crossover question which was common for both Foundation and Higher papers and was attempted less successfully than in the past. C/D

candidates managed to score about three marks out of four, weaker candidates scored an average of two marks on this topic of 'Getting about'. Candidates were often unable to distinguish between private and public means of transport.

#### **Question 4**

This was another crossover question and posed more of a challenge to weaker candidates who found it difficult to distinguish between the different food items within the text, a vital component in identifying the correct answers.

#### **Question 5**

Within the Foundation paper this question was targeted at weaker candidates and overall they scored well at the C/D borderline but less so at the F/G borderline. A number of candidates found the word 'Pferdesportpark' the most challenging in this section and were unable to link it to 'riding' in the question.

#### **Question 6**

Although candidates on the whole did well on the topic of school life, a sizable number were unable to identify 'Ohrringe' as jewellery and henceforth did not gain a mark for section 6c.

#### **Question 7**

This third crossover question on Sports clubs proved quite a challenge to weaker candidates who found it difficult to identify the correct information from the text. Even some of the more able candidates were misled by the first recognisable word they saw rather than reading the whole sentence.

#### **Question 8**

The first item on this fourth crossover question posed a real challenge to candidates on the Foundation paper with the majority gaining no mark. They were unable to identify the correct meaning of 'schliessen so früh'. Parts 8ii and 8iv of this question were generally handled well.

#### **Question 9**

This section on Fruit and vegetables was handled quite successfully by most candidates with the first item being the most challenging one where candidates found it difficult to distinguish between 'Kartoffeln' and 'Karotten'. The fruit 'Ananas' also seems an unknown lexical item to quite a number of candidates.

#### **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. Section 10 a and 10 b proved quite a

challenge to most candidates although sections 10 c and 10 d were usually answered correctly. Candidates had difficulty identifying the phrase 'verstehe mich gut mit meinen Eltern' and did therefore not gain a mark in section 10 b.

### **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 c) then candidates must ensure that they produce the required number of items in their response. Candidate scripts are marked on-screen for this paper and the examiners struggled to read a number of scripts. Some 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>