



Pearson

Examiners' Report

Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCSE
In German (5GN03)
Paper 3F: Reading and understanding
in German.

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5GN03_3F_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

GCSE German
Unit 3F: Reading
Examiners Report

Unit 3 (Foundation): Reading and Understanding

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

Assessment Principles and Mark Scheme

A maximum of 40 marks are 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 often 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

A few days after the examination, the Principal Examiner considers any possible versions and variants which have emerged from a large number of scripts prior to the marking process. A definitive mark scheme is drawn up which is published in Results Plus after the publication of results.

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.

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

Question 1

The topic of places of supermarket shopping offered candidates a familiar introduction and a chance to do well in their first task. Most candidates scored well although the lexical item 'frische Eier aus dem Supermarkt' 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 The Computer Games Museum most candidates around the C/D borderline were able to match the correct phrases with the various holidays, however, section 2d which was looking for the country of origin of visitors proved the most difficult item for F/G borderline candidates. Even weaker candidates found the task on the whole quite accessible.

Question 3

This was the first crossover question which was common for both Foundation and Higher papers and proved quite a challenge for some C/D candidates but particularly so for F/G candidates. It therefore discriminated very well between various abilities amongst candidates. The difference is particularly noticeable in 3i and 3iv. Candidates found the lexis surrounding financial independence and voluntary work difficult.

Question 4

This was another crossover question and also distinguished well between candidates below and above C grade. The difference is especially obvious in question 4iv where candidates had difficulties identifying Martin's girlfriend's attitude as disappointing. They often opted for 'nasty' which ignored the phrase 'Wie schade!'.

Question 5

The topic of 'Job adverts' was dealt with to a varying degree of success. Items 5i and 5ii were well handled by candidates around grade C but 5iii and 5iv proved to be more challenging for all Foundation candidates. The greatest variance occurs in 5iii where the lexical item 'zu verschiedenen Zeiten' was often not recognised in order to answer the question correctly. Also, the item 'erwachsene Person' seemed to be unfamiliar to weaker candidates.

Question 6

Although candidates on the whole did well on the topic of 'Text messages', a sizable number of weaker candidates were unable to connect 'Einkaufszentrum' with 'Shopping' in section 6i.

Question 7

This third crossover question 'At the restaurant' proved quite a challenge to weaker candidates who found it difficult to identify the correct information from the text. Those around grade C were able to give generally correct answers; the difference is most likely to occur in 7i where better candidates had a good chance to identify that Amelia went to the restaurant with her parents.

Question 8

This fourth crossover question posed no real challenge to stronger candidates on the Foundation paper with the majority gaining four marks. Candidates around

the F/G borderline found sections 8i and 8iv the greatest challenge. They found it difficult to connect the notion of 'Leisure' with coming home late from a party at the weekend.

Question 9

This question on places around town was handled well by all candidates bar question 9ii. Candidates had to identify 'Hallenbad' and connect it to the corresponding picture which proved quite difficult even for stronger candidates.

Question 10

This section on Katharina's family required answers in English to English questions. There are still a very low number of candidates who answers these questions in German and are therefore unable to score a mark. Better candidates handled sections 10a/10b/10c well and often scored 3 marks here. However, section 10d proved almost impossible for most candidates as they were unable to identify 'sie isst' as she eats rather than she is.

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 4biii), 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 as the first answer given will always count. 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. The space given for the answer is deemed adequate for a full and complete response.

