

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

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

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### **Unit 3 (Higher): 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. Centres are reminded that questions appear in a sequence of peaks and troughs to encourage students 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.

#### **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 very able ones. The vast majority of students had been entered correctly for the Higher Tier.

#### **Question 1**

This was the first crossover question which is common to both Foundation and Higher papers and the vast majority of students fared well. This section required the understanding of different time frames. The most able students were successful in doing this, it proved more of a challenge to those on the C/D borderline. A number of students were unable to identify the vocabulary items 'Vor zwanzig Jahren' and 'Hemden' correctly and failed to gain a mark for section 1c.

#### **Question 2**

The second crossover question was handled successfully by the majority of students who were able to identify all items correctly and scored full marks. Weaker students were often unsure about question 2i and 2ii where they were finding it difficult to understand 'Spaziergang' and 'Jugendmannschaft'.

#### **Question 3**

The topic of Money posed a bit more of a problem to some students. Slightly weaker students often missed out on section 3i: they were unable to identify that a quarter of young people were delivering newspapers. The word 'Konto' was often also not associated with the concept of saving money for section ii.

#### **Question 4**

Parts of Question 4 proved quite challenging to most students as they were too imprecise with their answers or gave extra and often contradictory information and henceforth could not score a point here. Section 4a was generally handled well by students. They could identify that Jan had to make a decision about his future. Students often scored one mark out of two in section 4b although the most able students managed to score both points; quite a number of students were unable to identify 'Ausland' as abroad and instead translated it as Austria or Australia and therefore could

not gain a mark for this part of the question. About half of the students scored a mark in section 4c, understanding that the favourite subject was sport and not science which was often quoted as an alternative. Section 4d proved quite a challenge to most students with very few precise answers across the board. Only the top scoring students gained two marks here, correctly identifying the item 'Mitglied in einem Leichtathletik-Verein'. Less able students often referred to Jan going to a youth club which is incorrect. For section 4e, a high number of students were unable to give a satisfactory answer as the answers often lacked precision, namely mentioning 'a good job' instead of 'a well-paid' job. The last section was the most difficult one with only a few students identifying that Jan wants to be happy rather than earning a lot of money. The lexical item 'anstatt' seemed to be unknown to quite a number of students.

#### **Question 5**

This was the third crossover question and the more able students were generally successful in scoring four points in this question. The topic of television programmes seems well-known amongst the majority of students and they had no major issues identifying the correct answers.

#### **Question 6**

The fourth crossover question was on the whole handled satisfactorily by most students. The most able students scored four marks here but the slightly weaker students found it more difficult to identify all four correct answers; section H was therefore often not ticked as the concept of restaurants being open all year proved more challenging. 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.

#### **Question 7**

This question with the topic Free Time proved a challenge to most students with the average score being two marks. They often could not associate the word 'geweint' with sad for section I, nor 'ums Dorf gelaufen' with being outside for section ii. The lexical item 'turnen gegangen' was often not identified as the correct answer for section iii. The last section of this question was handled better and students understood 'früh ins Bett' as an early night more easily than the other parts of question 7.

#### **Question 8**

The last question 'Interview' targeted the most able students and this was reflected in the number of points scored for the whole section. The most able students scored an average of 6 or 7 points whereas weaker students often scored only one or two. Therefore, the question differentiated very well. Weaker students had problems across the different section but the first part was quite a challenge for a good number of students. Many could not associate the word 'Schauspieler' with the concept of playing a doctor in a TV series. In section iii the word 'Unfall' seems to not have been widely known and students fell for the easier alternatives of illness or operation. In section v the word 'unheimlich' was often not associated with liking his job very much. Similarly for section vi students had difficulties matching 'sympatische' with 'freundlich'. Section vii proved a little easier with a good number of correct answers. The majority of students were able to identify the correct answer in the last part but a significant number equate 'weitere Folgen' with 'eine neue Serie'.

#### **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 d), then students must ensure that they produce the required number of items in their response. 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 close attention is paid to the actual content of the texts and assumptions are not made. This is particularly important 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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