

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

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

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**GCSE German**  
**Unit 3H 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 agreed 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 very able ones. The vast majority of candidates 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 candidates fared well. The topic of a sports' club posed no big problem to most candidates although a number of them struggled with Section 1a where they were unable to identify that 'staying safe' was the correct answer.

**Question 2**

The second crossover question on the topic of information about careers was handled successfully by the majority of candidates who were able to identify all items correctly and scored full marks.

**Question 3**

The topic of a department store posed more of a problem to some candidates. Slightly weaker candidates often missed out on sections 3ii and 3iv: they could not identify the correct items that one could purchase on those floors.

**Question 4**

Parts of Question 4 proved quite challenging to most candidates 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 not very well handled by a number of candidates. They could not identify that the word 'anstrengend' means 'strenuous' or 'hard work' and were too imprecise when describing the work as tiring or difficult. There were two marks available in section 4b but only the very best gave answers that were precise enough to gain marks here. Most candidates scored a mark in section 4c, understanding that the issue had to do with the meal

options at the youth hostel. Section 4d proved fairly accessible to most candidates. They could identify that there are now many students who are vegetarians. For section 4e, a very high number of candidates were able to give the correct answer, stating that Sezen had founded a Turkish club at the school. The last section was handled well by a number of candidates gaining two marks here, although some answers suggested that the husband had to be either German or Turkish which was not correct.

### **Question 5**

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

### **Question 6**

This question was on the whole handled well by most candidates scoring on average three marks out of four. This section required the understanding of different time frames. The most able candidates were successful in doing this, it proved more of a challenge to those on the C/D borderline. Weaker candidates often missed out on section 6iv where they were unable to understand that the Super-Rat was considered nasty in the past.

### **Question 7**

This question on Chatrooms was on the whole very well handled. The most able candidates scored four marks here but the slightly weaker candidates found it more difficult to identify all four correct answers. 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.

### **Question 8**

The last question 'Rail Travel' targeted the most able candidates and this was obvious in the number of points scored for the whole section. The most able candidates managed an average of 6 or 7 points whereas weaker candidates often scored only two or three. Therefore, the question differentiated very well. Weaker candidates had problems across the different sections but the first part was quite a challenge for a good number of candidates. They could not associate the word 'nichts' with 'kostenlos'. Section 8ii was often well-handled and most candidates scored a point here. Section 8iii proved more difficult as they had to understand the whole sentence rather than picking out a single expression. Most candidates were able to work out the numbers for section 8iv and opted for the correct answer. Section 8v was one of the more difficult questions with candidates finding it hard to understand what influence cheap flights had on rail travel. Although the lexical item 'Rabatt' might not have been known to quite a few candidates for section 8vi, they were able to elicit the correct answer here. Section 8vii was well-handled on the whole and a pleasing number of candidates gained a mark. Section 8viii was a little more tricky and identifying the correct answer was a challenge to weaker candidates. Candidates are advised to read carefully through the whole section in order to understand the text. Correct answers usually rely on identifying a whole section rather than just understanding a word or two.

### **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 4f), then candidates must ensure that they produce the required number of items in their response. Some examiners struggled to read a number of scripts because 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>