

Examiners' Report/ Principal Examiner Feedback

Summer 2016

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

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Publications Code 5GN03_3H_1606_ER

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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 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. 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 at the A/B borderline fared well although those at the C/D borderline found the question on Eating out more challenging.

Question 2

The second crossover question posed less of a challenge and the best candidates were able to identify the different means of transport and scored full marks. Slightly weaker candidates were often unsure about private and public means of transport.

Question 3

The topic of Visiting Cologne posed quite a challenge to C/D borderline candidates. The best candidates were able to identify the tenses correctly and scored full marks, however, slightly weaker candidates were often unsure about the tenses and how they were linked to the information in the text. This should remain a focus for centres for the coming year.

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 4b proved to be less difficult than last year as A/B borderline candidates managed to gain one out of two marks on average. In order to be awarded two points for section 4c, candidates needed to state two individual answers, for example that the pupils could try things out themselves or that there was something useful to learn at the museum. Only the best candidates were able to do that. In section 4di the answer 'tour' on its own was not enough to score a mark and in section 4dii candidates needed to mention that they had to fill in a form in the booking leaflet. However, a high number of candidates was unable to give a satisfactory answer to this part of the question. In section 4e the answer needed to be spelt correctly, namely that a visit to the Kennedy Space Shuttle was the first prize, not price as was often the case.

Question 5

This was the third crossover question and the more able candidates were generally successful in scoring three or four points in this question, the most difficult part being section 5iii where the words 'wenig leisten' needed to be identified in order to answer the question successfully.

Question 6

The fourth crossover question was on the whole handled well by most candidates; section 6i required the understanding that Angela had both positive and negative experiences with sports clubs in order to eliminate a wrong answer. The most able candidates were successful in doing this, it proved more of a challenge to those on the C/D borderline.

Question 7

This question with the topic about the actor Daniel Brühl was generally handled very well and most candidates were able to gain three or four marks. 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 about a Police officer targeted the most able candidates and this was obvious in the number of points scored for the whole section. The most able candidates scored an average of 5 or 6 points whereas weaker candidates often scored only one or two. Therefore, the question differentiated very well.

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>