

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

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

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**GCSE German**  
**Unit 3 Reading and Understanding in German**  
**Examiner Report**

**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 papers this summer for both tiers as a whole represented a valid test, which was fair to all candidates. The papers as a whole differentiated very well between the weaker candidates and the very able ones. Centres entered their candidates appropriately at Foundation level. Consequently, the paper assessed the performance of genuine Foundation level candidates.

**Question 1**

The topic of shops offered candidates a familiar introduction and a chance to do well in their first task. Most candidates scored well although the lexical item 'Modehaus' 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 crossed. This rule was applied throughout the paper for appropriate questions.

**Question 2**

On the topic of School most candidates were able to match the correct phrases with the words in the various boxes. Weaker candidates found the task on the whole quite accessible. The most challenging section was A as weaker candidates struggled with the word 'Arbeiten'.

**Question 3**

This was the first crossover question which was common for both Foundation and Higher papers and was attempted successfully by most C/D candidates. However, many weaker candidates found the task quite challenging with the lexical items 'Praxis' and 'Besitzer' proving challenging.

**Question 4**

This was another crossover question. Identifying the correct tenses in all sections proved quite a challenge to most candidates at Foundation Level. They found it difficult to distinguish between the different tenses, a vital

component in identifying the correct answers. 'Ausflug' and 'Fluss' seem to be not very widely known amongst weaker candidates.

#### **Question 5**

Within the Foundation paper this question was targeted at weaker candidates but quite a number found it quite challenging identifying the correct holiday accommodation. They often did not know the words 'zelten' and 'Jugendherberge'.

#### **Question 6**

Although candidates on the whole did well on the topic of Jobs, a sizable number were unable to identify the German word for hairdresser and therefore did not gain a mark for part 6iv.

#### **Question 7**

This third crossover question on a Job application posed more of a challenge to most candidates who were able to identify the correct information from the text gaining on average two marks. The concept of when Michael was able to start work was particularly challenging for the weaker candidates.

#### **Question 8**

This fourth crossover question was quite accessible to candidates on the Foundation paper with the majority gaining three or four marks. The topic of hobbies and the relevant vocabulary seems to be well taught and widely known by most candidates.

#### **Question 9**

This section on a recipe was handled quite successfully by most candidates, most of which were able to gain four marks.

#### **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. This question proved quite accessible to most candidates although part 10d) was sometimes answered incorrectly where candidates were not precise enough, just mentioning sport rather than cycling.

#### **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, 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 asked

for (e.g. Paper 3H questions 4a 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. 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>

