



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In German (1GN0)

Paper 3H: Reading and understanding German

Higher Tier

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 2023

Publications Code 1GN0_3H_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

Introduction

The GCSE German Higher Reading paper is worth 50 marks and is divided into three sections, A, B and C. The first 6 questions, Section A, are set in English. Questions 7-9, Section B, are set in the target language. Section C, Question 10, consists of a translation from German into English. Candidates are assessed on their ability to understand written German in texts drawn from different themes and incorporating different styles of language. Texts use familiar language in unfamiliar contexts and include two literary texts. These consist of short extracts which may have been adapted from the original to make them appropriate for this level. On the whole candidates entered for this paper were quite successful on the questions set in English requiring knowledge of vocabulary listed in the specification. However, many candidates found questions requiring a modicum of deduction or the ability to draw conclusions rather more taxing. Unsurprisingly, performance on questions set in German was much more varied. Examiners were heartened to note that performance on those test types, introduced last year for the first time, is improving.

Question 1

Candidates were required to read a text about friendship and to answer three English questions on the content. Even though the text was a reasonable length it was still possible to give short answers to each of the three questions. In Q01(a) most candidates could give an answer that the girls had similar or the same interests, or that they were both the same age. Unfortunately, a very few candidates had incorrectly written that both girls were 50, and answers like this could not be credited. In Q01(b) the vast majority of candidates were able to answer correctly. Most candidates communicated the meaning of the word egoistisch and not the word gemein, which was not as well known. In Q01 (c) not so many candidates understood that Anna's teacher said good friends should have time for each other – the key word Zeit was not widely known.

Question 2

Candidates had to read a longer and more challenging literary text with more advanced vocabulary and structures and answer English questions on the content. Q02(a) was well answered by many, who correctly realised that you could see the whole town from the tower. Some candidates unfortunately confused this and said that the tower could be seen from the town – and there was no evidence in the text to support this. Q02(b) caused some problems for a large number of candidates who thought that entspannt meant exciting. Q02(c) was successfully answered by most candidates who knew that he liked the lake as he could go fishing. There were many possible answers. Sometimes the less successful candidates overlooked the simple options describing the ball as big, or pretty and then were not able to correctly navigate the more complicated pretty dancers or exciting music. Q02(d) was not as simple to answer but many candidates still knew that Roland's grandfather made the museum interesting or that he gave tours.

Question 3

Q03 required candidates to read a challenging passage about a local festival and to answer five questions in English. This question produced a wide range of performances. More successful candidates were able to score close

to full marks whilst others often could only be credited for a few correct answers. In Q03(a) candidates only rarely scored the mark available as the required word, Trauben, was not widely known. In Q03 (b) candidates knew the meaning of zweihundert, and most recorded this correctly with years. A few candidates wrote 200 with no idea of whether years, months or days was meant meaning that they could not be credited with a mark. For Q03(c) many knew that it was the first Saturday in May and most candidates scored well here, although a few candidates confused Saturday with Sunday. In Q03(d) some knew that the fireworks would be watched to music or from a small boat, but many candidates did not know the word Boot and thought that the fireworks would be watched from the boot of a car. Similarly, in Q03(e) while some candidates understood that it was tickets that would be on sale from January, many did not know the word Karten and thought instead that something to do with karting was taking place in January.

Question 4

In Q04 candidates were required to read an extract from a literary text, Krabat by Otfried Preußler and then choose a correct statement from a bank of four options in English. In Q04(i) most candidates were able to match difficult with schwierig in the text. Similarly, in Q04(ii) a pleasing number of candidates could match carry water with Wasser zur Küche tragen. Many candidates could correctly answer Q04(iii) but found Q04(iv) and Q04(v) trickier. The word notwendig was not widely known.

Question 5

Q05(a-d) required candidates to read a series of diary entries about an exchange visit and then to allocate four statements to the correct person. Candidates then answered two English questions on the same texts. Many candidates were able to make the links between the German texts and the English sentences successfully, with many candidates scoring highly on Q05 (a-d).

Q05(e-f) Only the most successful candidates were able to answer Q05(e) correctly. Frequently encountered incorrect answers often referenced buses not running, or the train being quicker. To be credited with a mark for Q05(f) candidates needed to mention the fact that they were going to show a film they had made. Some candidates simply wrote that they were watching a film, which unfortunately could not be accepted.

Question 6

In Q06 candidates had to read a passage on forest schools and then select the three correct sentences from a given list of seven statements. The second part of this question required candidates to answer two questions in English. Most candidates were able to score at least 2 marks on Q06(i). These answers relied on the understanding of key items of vocabulary and inference.

Answers to Q06(ii) required candidates to understand that pupils at a forest school would develop confidence and reliability. Candidates could choose either term, but these words were not well known by most.

In Q06(iii) more candidates were able to correctly answer that Professor Bendix would be proud of his forest schools being successful worldwide. Some candidates also chose to write that there are forest schools from Denmark to China which was also an acceptable answer. Some unsuccessful

candidates wrote that there were schools in Denmark and China and could not be credited with a mark.

Question 7

Candidates read a blog about environmental protection and had to choose the correct answer from 4 possible choices. This question type is very similar to Q04 with the crucial difference that the sentences and possible answers are all in German, thereby again increasing the question difficulty. In Q07(i) successful candidates were able to work out that letzten Juli meant Frank had won a competition last summer. In Q07(ii) many were able to deduce that it was his sister who worked with animals. Candidates who were able to answer Q07(iii) correctly, knew that Frank's parents were never environmentally friendly. It was pleasing that candidates were able to successfully link Studium with University study for Q07(iv). In Q07(v) most candidates were able to successfully connect Bahn and Zug for a correct answer.

Question 8

Candidates had to read some information about summer holidays and then match a number of German statements to the correct person. This is one of the most demanding tasks on the Foundation Level paper, but many candidates were able to gain marks. This question required the ability to recognise some synonyms in German and candidates needed a thorough understanding of the text in order to choose the correct answers. In Q08(a) it was simply necessary to recognise dreckig as a synonym for schmutzig. In Q08(b) candidates needed to match sonnig with the idea of great weather. Q08 (c) required a level of deduction to work out that it was Edith who hadn't slept well so she was tired. In Q08(d) candidates needed to link a long car journey with spending hours travelling. In Q08(e) successful candidates matched Kurt loving the different restaurants and the fish with the idea of liking the food. This required knowledge of the word köstlich which was not widely known by all candidates.

Question 9

In Q09 candidates read a more challenging text on women at work and then had to answer five questions in German on the content of the passage. Full sentences were not required, and candidates were allowed to make targeted lifts from the text in order to answer the question. Incorrect spelling or grammar was not penalised as long as the meaning was unambiguous. Although this question was targeted specifically at candidates aiming for the highest grades it was encouraging to see the proportion of candidates who managed a good score on this question. Q09(a) was answered correctly by many candidates who were able to correctly answer Zeit für Kinder/ Hausarbeit. For Q09(b) many candidates correctly selected Berufe mit vielen Reisen from the text. In Q09(c) there were mixed answers to this more challenging question. Some candidates made an incorrect lift from a different area of the text targeting women's pay. Successful candidates were able to write Es gibt weniger Frauen OR es gibt mehr Männer. Q9(d) was mostly correctly answered with candidates correctly choosing Physikerinnen / Chemikerinnen from the text. In Q09(e), some candidates incorrectly wrote the answer for Q09d instead. Many others were able to either lift the correct phrase from the text or use the negative to formulate an answer that correctly stated that girls no longer believed that there were

typical womens' jobs. Examples included: Das es keine typischen Frauenberufe gibt.

Question 10

The translation proved a challenging exercise for some candidates, although the vast majority scored a pleasing number of marks for their version. Candidates had to show an ability to transfer meaning accurately into English in a passage that contained a wide range of tenses, structures, and vocabulary. Many candidates were able to score more than half marks on this exercise and it was pleasing to see several near faultless translations from non-native speakers of German. Candidates are reminded to attempt as much of the passage as possible even if they do not know a key word. As the sentences gradually increased in difficulty throughout the passage it was not uncommon to see scripts where the first half was largely correct but where the later sentences did not make much sense. Words and phrases that proved problematic to many included Stelle (sometimes translated as a stand or a stall), the idea of reading about art, the noun Arbeitgeber and the reflexive verb sich freuen auf. Most candidates correctly identified the past tense verb in the third sentence but did not always spot the change in tenses. It was not uncommon to see inaccurate translating of the obwohl clause in the last sentence, with the word jetzt often misunderstood or missed out completely.

Paper Summary

Based on their performance on this paper candidates are offered the following advice:

- It is important to be familiar with all the vocabulary listed in the specification under both Foundation and Higher Tier.
- No credit can be given for answering questions in the wrong language.
- It is important to leave sufficient time to answer the last two questions properly as they are worth 12 marks.
- Candidates are reminded that questions set in German will often require the identification of common synonyms.
- Other questions will involve deduction or the drawing of simple conclusions.
- Questions are only set on the content of the texts. No general knowledge is expected or tested.
- At the end of the examination candidates should read through their answers carefully to check that they have answered the questions set.

