

# Examiners' Report

## June 2018

### GCSE German 1GN0 3F

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# Introduction

This is the first year of the new 9-1 Pearson GCSE German examination series. The German foundation reading paper contains 10 exercises based on a range of German texts. A key difference between this examination series and the previous GCSE qualification is the inclusion of two comprehension exercises based on literary texts and a short translation exercise from German into English. Questions 5, 6, 8 and 9 are crossover questions and also feature on the higher reading paper. These questions target grades 4 and 5. The examination proved to be a good test of students' ability and it presented a suitable level of challenge for grade 5 candidates, whilst being accessible for all candidates. It is impressive to see that many students' coped well with the literary texts and the translation into English and they had clearly been well prepared by their teachers.

Q 1: This question was an accessible start to the paper and required students to identify key items of vocabulary and to match them to the appropriate person. The majority of students answered at least part of this question successfully.

Q2: Students were required to identify key ideas and words and to then choose the appropriate English word from the box. There were at least two plausible options for each question, but only one correct answer. Whilst most students identified the correct price of a room with a shower in Q2(a) and the fact that the swimming pool was new in Q2(b), the targeting of **Erdgeschoss** in Q2(d) was more of a challenge and many students chose *third floor* incorrectly.

Q4: This question required students to read a modified extract from a German literary text and to choose the correct ending to an English sentence from 4 plausible choices. Q4(iv) required a moderate level of deduction and students needed to make the link between helping in the kitchen and preparing a meal. Q4(v) proved challenging and many students were not familiar with the term **Abendbrot**.

Q7: Students were required to read a text on school rules and to complete correctly 5 sentences by choosing the appropriate German word. This question represented an increased level of difficulty from Q2 in which the sentences and missing words were in English. This question also required a moderate level of deduction and students needed to be able to make the link between the head teacher writing to parents and the parents receiving a letter. Many students correctly identified that the majority of pupils found the rules terrible.

Q8: This exercise was based on a text about ambitions and future plans and students needed to choose the correct multiple choice answer from 4 options. This crossover question was answered well by more able students.

Q9: This was a good test for grade 5 candidates. There were a number of plausible distractors in the text and it was necessary to really understand the content in order to choose the correct answers. In Q9(d) the majority of students saw the word football and assumed that **Mittwoch** was the correct answer, when, in fact, Thomas said that he wanted to play football but couldn't because he had forgotten his football boots. Q9(b) and Q9(c) were more straightforward links that targeted **deutsche Spezialitäten** and **historische Gebäude** respectively.

### Question 3

Q3 required candidates to give answers in English to 5 questions based on two short texts on the theme of work.

Students are not required to answer in full sentences and the answers to Q3(a) Q3(b) and Q3(c) can all be answered in one word. Students will not have much spare time in this examination paper and there is no need to write an extended answer when a short answer, such as 'friendly' for Q3(a), will suffice. Q3(d) and 3(e) required a slightly more detailed answer. In Q3(d) students could not simply put 'too long' or 'the work is too long'. They needed instead to make reference to the hours/day/working day being too long in order to gain the mark.

(i) What does Oliver say about his colleagues?

(1)

friendly

(ii) What does he use the computer for?

(1)

E-mails

(iii) Where does he eat on Fridays?

(1)

Restaurant

(i) Name **one** negative aspect of his work.

(1)

long

(ii) Why is Oliver's father happy that his son is working?

(1)

he's earning money



The student correctly answers the first three questions with accurate and concise answers. There is no need for full sentences. In Q3(d) the answer is not specific enough to gain the mark and, whilst it is likely that the student has understood the text, they need to specifically mention the long working hours or the long working day. Q3(e) is correctly answered.

## Question 5

Q5 is the first crossover question and students are required to read a slightly longer and more challenging text on the theme of the environment and to write answers in English to 3 questions.

Whilst many foundation students correctly answered Q5(a), they found Q5(b) and Q5(c) more challenging. Both questions required a level of comparison. It should be remembered that students should not reach conclusions that are not based on the text as these will not be credited. For example a mark could not be awarded if students said that young people did not/could not drive or that they did not have a car in Q5(c).

(a) According to the survey, name **one** way in which young people are environmentally friendly.

(1)

Recycling

(b) What could young people do better? Give **one** example.

(1)

Not using technology all the time

(c) Why does Maria think young people are more environmentally friendly than older people?

(1)

They don't have cars.



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Examiner Comments

The student correctly identifies that the survey states that young people recycle. They clearly understand that Q5(a) refers to the results of the survey and so no information from the second paragraph can be credited. The answer to Q5(b) is an acceptable way of saying that they should use phones, tablets and computers less. The answer to Q5(c) is not correct as the text does not say that they do not drive.

## Question 6

Q6 included a longer and more challenging literary text with more advanced vocabulary and structures.

Most students correctly identified why Sina could not sleep in Q6(a) ie that her room was too hot. Some students suggested that her bed was too hot which was incorrect. For Q2(b) a number of students gave the answer that **they had not spoken** after reading **wir haben nicht viel gesprochen** in the text. This is incorrect as the text says that they have spoken. The word **much** is important in this question and changes the meaning completely. It would also be incorrect to assume that Elke is shy, that she doesn't like to talk or that Sina and Elke can't understand each other.

(a) Why can't Sina sleep?

(1)

it's too hot and sticky in her room

(b) Why does she not yet know if she likes Elke?

(1)

they haven't spoken much as he's only been here two days

(c) Why does her mother like exchange visits?

(1)

you can learn new languages

(d) What detail did her mother forget about Elke's visit?

(1)

to decorate the house.



The student correctly answers Q6(a) by identifying that it is too hot in her room. For Q6(b) two answers are given and they are both correct. In such cases the first answer is marked for questions worth 1 mark and it may be that the second piece of information could negate the first. The student's answer for Q6(c) is acceptable, although they don't specifically mention that her mother finds languages useful. The student has answered the question with information from the text. Q6(d) is incorrect and it may be that the student took the information that came straight after the word **vergessen** rather than looking at the sentence as a whole.

## Question 10

The translation into English is designed to test how accurately students have understood a short German text. Whilst the first sentence is accessible to all students, there are more challenging structures aimed at grade 5 students.

It was pleasing to see that many students had clearly followed the instructions on the front of the examination paper and had left sufficient time for this exercise. It was also pleasing to see that students, on the whole, translated the tenses correctly. Elements that were often missing from student responses were a correct translation of the German word **zusammen**, the omission of the word **vielleicht** and a misunderstanding of **seinen Geburtstag** which was often translated as 'my birthday'. It is worth pointing out that many otherwise faultless translations included a mistranslation of the days of the week and this prevented top students from gaining full marks.

My Best friend is Stefan. I like him because he is  
always very ~~friendly~~ friendly. Last Saturday we went to  
the town. Next Wednesday we will go to the  
cinema for his birthday.



This student has clearly understood the German text and translates the past and future tenses correctly. Unfortunately they have missed out the second sentence and, given the standard of the rest of the translation, this is probably an oversight. In addition **Dienstag** is incorrectly translated and **vielleicht** has been omitted. Had it not been for the last two errors, the translation could well have been in the 5-6 box within the mark scheme. Taking everything into account, 4 is the correct score due to the omitted phrase and the fact that some of the errors prevent meaning from being conveyed.



## Paper Summary

Based on their performance in this examination, students are offered the following advice:

- Time management is an important key to success in this paper and there is a lot for students to complete in 45 minutes. It is essential that sufficient time is left for the translation, as this exercise is worth 7 marks and it is a good opportunity for students of all abilities to gain marks.
- should not panic if they do not know a word in the translation. It is better to attempt an answer than to leave part of a sentence blank. The 3-4 box in the mark scheme for this question refers to omitted phrases, whilst the 5-6 box refers to occasional errors. It is often easy to overlook words in a translation and many students forgot to translate *sehr* even though many would have been able to do so.
- Students should write clearly in black pen. If they have written two answers for one question, such as the translation, one should be crossed out in order to indicate which answer is to be marked. Answers that are crossed out will be marked if no alternative is offered.
- Students should answer the questions concisely. If they give several answers for a question, the first answer will be marked and it may be that they lose a possible mark if a subsequent element of a particular answer negates the first part.
- A very small number of students answered some questions in the wrong language. No credit can be given in these cases and students are reminded to read the instructions carefully.
- Careful attention should be given when answering questions in English. In some cases, one simple error or omission can result in a mark being lost. For example in question Q3(d) students are required to say that **the working day/hours is/are too long** rather than simply giving the response **too long**. In Q6(b) **they haven't spoken** is incorrect but **they haven't spoken much** is correct. Students should read their answers and ask themselves whether they have answered the question.
- For questions which require students to identify the correct word, such as questions Q2, Q7 and Q9, it is important to read the text and the question carefully. There will often be plausible alternatives that may appear correct unless the content of the text has been fully understood.

## 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>



