

Examiners' Report
June 2018

GCSE German 1GN0 3H

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Introduction

This is the first year of the new 9-1 Pearson GCSE examination series. The German higher 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, a reading comprehension requiring candidates to respond to 5 German questions in German and a short translation exercise from German into English. Q1, Q2, Q7 and Q8 are crossover questions and also feature on the foundation reading paper. Students generally coped well with the new features and many had been very well prepared by their teachers.

Q4 required students to read a modified extract from a German literary text by Erich Kästner and to choose the correct ending to an English sentence from 4 plausible choices. This question was well answered by many students, although Question Q4(iv) proved more difficult. Students needed to work out that Frau Wirth liked Berlin because it was full of life from her description of the city.


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 many students and the text and questions were accessible.

Q9: This was an accessible question that was answered well by higher students. Q9(a), Q9(b) and Q9(c) were generally well answered, although Q9(d) and Q9(e) posed more of a challenge and students really had to understand the text in order to gain the marks.

Question 1

Students were required to read a slightly longer and more challenging text on the theme of the environment and write answers in English to 3 questions. A large number of students correctly answered Q5(a) and Q5(b), although some did not give sufficient detail for Q5(c). Some students simply wrote that **young people cycle or walk** rather than saying that **they cycle or walk more than older people**. This question was well answered and provided an accessible start to the examination.

1 Read this article from a German magazine.



Laut einer Umfrage interessieren sich junge Menschen sehr für den Umweltschutz. Sie trennen regelmäßig den Müll und halten Recycling für sehr wichtig. Sie wollen auch nicht so viel Strom benutzen, aber das ist nicht immer einfach, weil sie so oft Handys, Computer oder Tablets benutzen.

Maria Krautzberger: „Was mir sehr gefällt: Junge Menschen sind im Allgemeinen viel umweltfreundlicher als die meisten Älteren. Sie bewegen sich intelligent durch Stadt und Land, nutzen das Fahrrad oder gehen zu Fuß. Für sie spielt das Auto keine so große Rolle wie für die meisten Erwachsenen.“

Answer the following questions **in English**.

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

(1)

they recycle

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

(1)

use less technology eg: phones

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

(1)

because they have alot of knowledge about the town and countryside. (Total for Question 1 = 3 marks)



In this response the student correctly identified the fact that the survey said that young people recycle. In Q9(b) they also correctly worked out that young people could use technology less. In Q9(c) the student confused the idea of young people moving intelligently, ie by foot or on bike more often than older people, with the idea of having knowledge about the town and the countryside.



Read your response carefully in order to ensure that you have fully answered the question.

Question 2

Students were required to respond to 4 English questions on an extract from a literary text. This question was well answered by the majority of higher students.

2 Read the extract from the text.

Sina is thinking about her exchange partner.

Ich liege in meinem Bett und kann nicht schlafen, weil es in meinem Zimmer heiß und stickig ist. Ich darf aber das Fenster nicht aufmachen, denn neben mir auf dem Sofa schläft meine Austauschpartnerin Elke. Ich kann noch nicht sagen, dass ich sie mag, denn wir haben nicht viel gesprochen, seitdem sie vor zwei Tagen hier in Deutschland aus dem Bus gestiegen ist.

Meine Mutter glaubt, dass Fremdsprachen sehr nützlich sind, und ihretwegen habe ich an dem Austausch teilgenommen. Leider hat sie dabei vergessen, dass unser so toll dekoriertes Haus leider kein Gästezimmer hat und diese Elke deshalb mit mir ein Zimmer teilen muss! Morgen werde ich mit ihr reden.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Why can't Sina sleep?

(1)

Her room is hot and sticky.

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

(1)

They have not spoken a lot.

(c) Why does her mother like exchange visits?

(1)

Very father have lots of company.

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

(1)

That their house has no guest room.



The student has clearly understood the text and correctly identifies that the fact that Sina's room is too hot is preventing her from sleeping in Q2(a). In Q2(b) the student's response again corresponds to information in the text. In Q2(c) a certain level of deduction is needed. Sina says that her mother thinks that languages are useful and students are required to identify that this is the reason why she likes exchanges. The student's response does not reflect the content of the text and is not credited. In Q2(d) the student correctly identifies the correct answer. Some students answered Q2(d) by saying that Sina's house is too small. This is not correct as a large house can have a small number of bedrooms.

Question 3

Q3 was a challenging reading comprehension with 5 questions in English. Whilst many students understood the passage, they did not give sufficient detail in their answers. For example in question Q3(b) students needed to say that *the organisers were worried because there had been too much snow*. Answers which simply said *because it snowed* or *because there was always too much snow* could not be credited. In 3(d) students needed to say **that competitors needed to enter before/by the end of March** in order to gain the 20% reduction. Many students answered that *competitors needed to enter at the end of March* which is incorrect. Because of the wording of question Q3(e), **what made the adults proud?**, it was necessary for students to specifically mention the young people/competitors. Answers such as **they supported each other** were not credited, whilst **the young people supported each other** gained a mark.

3 Read the report about a cycling competition for young people.

In Böhlingen fand vor zwei Wochen zum 13. Mal der „Tag des Talents“ statt. Zu gewinnen gab es attraktive Preise und die Teilnehmer konnten viele interessante Aktivitäten machen.

Es war nicht einmal klar, ob der Wettbewerb in diesem Jahr stattfindet. Denn auf der Schwäbischen Alb gab es im März immer noch zu viel Schnee und so mussten die Veranstalter warten. Zum Glück hat es im April endlich nicht mehr geschneit.

Eine Anmeldung am Tag des Wettbewerbs war bis zu einer Stunde vor dem Anfang möglich. Alle Teilnehmer mussten zwanzig Euro bezahlen, aber bis Ende März gab es 20% Ermäßigung.

Der Tag war ein großer Erfolg und es hat allen Jugendlichen Spaß gemacht. Sie haben einander immer unterstützt. Deshalb waren die Erwachsenen stolz auf sie.

Answer the questions **in English**. You do not need to write in full sentences.

(a) When did this year's competition take place?



(1)

two weeks ago

(b) Why had the organisers been worried about the competition?

(1)

the weather ^{was} unpredictable

(c) When was the last opportunity to enter the competition?

(1)

an hour before the start.

(d) What did entrants have to do to get a 20% reduction?

(1)

book before the end of March

(e) What made the adults proud?

(1)

The children all supported each other.



This student has clearly understood this challenging text and gains 4 marks out of 5. The mark is dropped in Q3(b) because the answer is not specific enough. If the student had simply put **too much snow** they would have gained full marks. The student does give specific information in the other questions and they identify the need to specifically refer to young people in Q3(e) in order to avoid the suggestion that the adults supported each other.

Question 5

Q5 required students to work out which of 4 English sentences matched the opinions expressed by 4 young German speakers. Students then answered two English questions. Many students successfully completed the first section of this question and made the links between the English sentences and the German texts. Q5(e) was generally well answered and students understood that he had been bothered by the noise of others in the cinema. Some students jumped to the conclusion that Oliver was bothered because the others laughed too loudly. Whilst he was seeing a comedy, it is incorrect to assume that the noise that bothered him was laughter. Answers such as **it was too loud** were not credited as they implied that the film was too loud rather than the others in the cinema. In Q5(f) many students correctly identified that it has become more attractive to watch a film/3D film at home, although some made the incorrect assumption that it is better to watch a film at home than in the cinema or that the cinema will lose popularity. A common error was to translate **immer attraktiver** as always more attractive rather than more and more attractive.

Answer the following questions **in English**. You do not need to write in full sentences.

(e) How did Oliver feel about his recent cinema visit?

(1)

It was spoiled^{/damaged} by noise from other people.

(f) What does Jan see as the effect of better television technology?

(1)

He finds watching 3-D films at home more and more attractive.



In this answer to Q5(e) and Q5(f) the student answers both questions correctly. In Q5(e) they give two options. Spoiled is correct and, whilst damaged is not the correct word in this context, it did not negate the previous idea. In Q5(f) the candidate correctly translates **immer attraktiver** and gains the mark.

Question 6

Q6 required students to choose 3 statements from a total of 7 that corresponded to the content of a challenging German text on sport. Students are reminded to read the instructions carefully and to base their answers on the content of the text rather than their general knowledge of sport. The second section required students to answer 2 questions in English. In Q6(i) students needed to say that a short walk made the heart stronger. It was not acceptable to say that a walk is good for the heart or that a walk made the heart strong as this is not the same. In Q6(ii) students needed to specifically mention team sports in order to gain a mark. Some students mentioned sports groups or clubs and these answers were not credited. A sports club could be for individual sports and there is a difference between playing in a team and doing an individual sport with other people. A number of students mentioned contact sports after reading Kontaktfähigkeit in the text.

Answer the following questions **in English**. You do not need to write in full sentences.

(ii) What is the health benefit of going for a walk?

(1)

~~Improves heart to rate~~ Makes your heart stronger

(iii) How can young people improve their self-confidence?

(1)

Become better at make new friends



In Q6(ii) the student correctly answers that a walk makes your heart stronger. The first answer is clearly crossed out. Had both answers been given, the student would not have gained the mark, as only the first answer would have been marked. In Q6(iii) the student identifies that a benefit of sport is the possibility to make new friends but this is not the specific piece of information that is requested.

Question 9

Q9 required students to read a challenging text on volunteer work and to answer 5 German questions in German. Full sentences were not required and students were allowed to make targeted lifts from the text in order to answer the question. Students who simply lifted large chunks from the text, in the hope that the answer would be in there somewhere, were not rewarded. Incorrect spelling was not penalised if the meaning was clear and unambiguous. Therefore, in Q9(b), if a candidate wrote **Man kann mit den anderen Teilnehmern aussehen**, instead of **ausgehen**, the mark was not credited. This question was answered well by more able students, although many students correctly answered Q9(d). Students are advised to read the question carefully. In Q9(b) the question asks what one can do to not be alone in free time. As a result any mention of working with other people cannot be credited. Only a very small number of students answered this question in English. These responses could not be credited.

Beantworte die Fragen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

(a) Wie kann man von freiwilliger Arbeit profitieren? Gib ein Beispiel.

(1)

Man bekommt Erfahrungen in verschiedenen Berufen

(b) Was macht man in der Freizeit, um nicht allein zu bleiben?

(1)

Man hätte die Möglichkeit mit anderen Teilnehmern
auszugehen und sich zu entspannen.

(c) Was braucht man für solche Projekte nicht?

(1)

Man benötigt keine Fachkenntnisse

(d) Wie kann man der Natur helfen?

(1)

Man könnte etwas machen um die Wälder zu schützen

(e) Welchen Eindruck machen junge Freiwillige vielleicht auf die ältere Generation?

(1)

Einen positiven Eindruck. Sie zeigen, dass andere Menschen

statt materialistischer Wünsche auf Platz
Nummer 1 stehen. (Total for Question 9 = 5 marks)



This is an excellent answer. In Q9(a) the student adapts the phrase from the text in order to answer the question. Whilst such sentences are excellent, it is important to remember that full sentences are not necessary. **Erfahrung in verschiedenen Berufen bekommen** would also be acceptable. In Q9(c) all that is needed is the word **Fachkenntnisse**. In Q9(e) the student correctly identifies that young people probably make a positive impression on older people and then goes on to illustrate this. Again the student has done more than they needed to do in order to gain the marks.

Question 10

The translation into English was a challenging exercise, although the first sentence was an accessible introduction. Many students did not know **Meeresfrüchte** (seafood), but a number used logic to work out the definition by realising that **Meer** was sea and **Früchte** fruit. Students are reminded to attempt as much of the passage as possible, even if they do not know a key word. They will be more heavily penalised for leaving out a phrase or sentence than for using an incorrect word or simply omitting a word. Students generally translated the tenses correctly, although the imperfect form of **müssen** posed some problems. A number of otherwise perfect translations were penalised for an incorrect translation of the number 16. In most cases this was an oversight and students are advised to leave time in order to check their work.

10 Translate this passage into English.

Letzte Woche habe ich in einem neuen deutschen Restaurant meinen sechzehnten Geburtstag gefeiert. Obwohl ich Meeresfrüchte als Hauptgericht bestellt hatte, habe ich leider ein Omelett mit Pommes bekommen. Ich musste sofort mit dem Kellner sprechen, weil ich Eier nicht essen darf. Trotz des Missverständnisses würde ich allen das Restaurant empfehlen.

Last week, I celebrated my sixteenth birthday in a new German restaurant. Although I ~~had~~ had ~~more gifts than previously~~, I ~~had~~ ^{received} an omelette with chips. ordered something completely different than what arrived, I received an omelette with chips. I ~~had~~ had to ~~go~~ talk with the waiter, because I ~~was not~~ cannot eat eggs. ~~Due to~~ ^{the} Despite the misunderstanding, I would like to visit the restaurant again.



This student has clearly understood the text as a whole, but has struggled to translate the words seafood, main course and recommend. The tenses have been correctly translated and the key ideas of being brought the wrong food, having to speak to the waiter because of not being able to eat eggs and feeling positive about the restaurant, despite the misunderstanding, have all been communicated. With the passage being mostly communicated and the fact that the errors are not frequent, the 4-6 level is the clear choice and the middle mark of 5 was awarded.



Students should not panic if they do not know a word such as **Meeresfrüchte**. They could try to work out the meaning by identifying individual parts of the word or translating the rest of the sentence as this student has done.

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 60 minutes. The final two questions are worth 12 marks and cannot be rushed.
- 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. In Q3 (a) a number of students correctly wrote 'two weeks ago' as an answer, but then added on '13th May' which was incorrect and negated the first idea which was correct.
- A very small number of students answered some questions in the wrong language. No credit can be given in these cases.
- 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 Q3(d) enter by the end of March is correct, but enter at the end of March is incorrect. Students should read their answers and check that they have answered the question.
- In Q9, students are not required to use full sentences.

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>

