



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE AS level
In German (8GN0/02) Paper 2

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

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 8GN0_02_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Introduction

There was again a smaller cohort this year than last. The paper discriminated across the full range, with some thoughtful responses using complex German with some accuracy at the top end and some responses at the lower end where use of incorrect language hindered meaning.

The strongest candidates produced accurate translations, which communicated both gist and detail with many accurate sections. They also wrote essays which provided and justified critical opinions in response to the question, which demonstrated good knowledge of the work studied, and which were written in careful, controlled German.

However, as last year, there were areas for improvement. In the translation examiners would like to see stronger subject-verb agreements, subject-verb inversion in a *second* clause, and greater consistency, for example, du – dein, er – sein etc. It would be good to have greater accuracy in GCSE level vocab such as '*die Hauptstadt*' and structures, such as the comparative. Although many candidates showed progression from GCSE, some candidates continued to struggle with the basics.

There was an improvement from last year in the numbers of candidates expressing opinions and attempting to justify them in the essays, although too many candidates still attempted to tell the story, describe scenes or talk about the characters in lieu of discussing the themes, techniques and historical background. There were some well-structured responses, with short introductions which introduced the question, a main body in which possible responses were considered, and a conclusion which answered the question. However, there were also many responses which had long, irrelevant introductions giving unnecessary detail which did not help to answer the question, a main body which was structured chronologically, and conclusions which repeated what had already been said. At the top of the range, candidates made effective use of complex language. Further down the range, candidates sacrificed accuracy and even comprehensibility in their attempts to use complex structures which were beyond them. Some of these candidates would have been much better off using simple sentences which conveyed their understanding of the work.

Essays tended to be quite long. Candidates would do better to write shorter, more focused responses, ensuring that all their material is relevant, and checking their language carefully. Writing everything they know or telling the whole story are not successful strategies.

As last year, the strongest candidates demonstrated excellent use of terminology and essay language: *Szene, Bild, Zitat, Perspektive, Schlüsselszene, symbolisiert, Froschperspektive, im Laufe des Films/der Geschichte*. These were generally used effectively and accurately, although at times terms were used inappropriately. A number of candidates used '*Katharsis*' without apparent understanding of the term, or with some misunderstanding, for example. These stronger essays were generally structured in essay form and used essay register: *einerseits ... andererseits, meiner Meinung nach, ich denke, zusammenfassend lässt sich sagen* etc. In some cases, there were passages of very good language and terminology which were not always maintained throughout the main

essay. Successful essays were able to express abstract concepts and were able to use pre-learnt knowledge and link it to the question. Weaker candidates were restricted to *ich denke, ich glaube, das zeigt* and there was repetition. Some candidates used very varied grammatical structures with subordinate clauses, infinitive constructions, use of Passive and Konjunktiv II – these were sometime rather contrived and not always idiomatic expressions. Subordinate clauses were introduced with *obwohl, weil, nachdem* although weaker candidates used *nach*.

As last year, the most popular works studied were:

- Das Leben der Anderen
- Das Wunder von Bern
- Die Welle
- Goodbye Lenin.

There were also a few candidates who responded to questions on *Andorra* or *Der Besuch der alten Dame*.

Overall, this was a pleasing session, and candidates generally seemed to perform at an appropriate level. Some points to bear in mind for the future might be:

In the translation, a focus on:

- Recognising when an English phrase cannot be directly translated into German.
- Coping strategies – e.g., if a candidate doesn't know the word for 'university fees', how can they express it with the German they do know?
- Accuracy in key lexis, including gender
- Subject-verb agreement
- Word order, especially relating to verbs.

In the essay, a focus on:

- Answering the question, using every point they make.
- Selecting two or three relevant points and developing them.
- Giving opinions and justifying them with reference to the text.
- Using language candidates can confidently manipulate.

Question 1

Overview

Generally, the translation discriminated across the range, and there were a number of very successful translations, although also a number of translations where it was difficult to award any marks. Candidates need to concentrate on consistency and accuracy. For instance, 'Hauptstadt' and 'Großstadt' were often given different genders and verbs did not always agree with subjects.

Section 1

'Germany has many popular universities,...' This section was often translated well, although the plural Universitäten caused some problems, and in weaker responses the endings on viele and beliebte were wrong or missing entirely.

Section 2

'which offer' Many candidates were able to provide a relative pronoun and a suitable verb such as *bieten* or *geben* with correct word order. However, a significant proportion were unable to conjugate the verb, or used English word order.

Section 3

'many options.' Most candidates were able to provide an acceptable phrase here.

Section 4

'The capital city, for example, is ...' Again, most candidates were able to provide an acceptable response here, although the gender of capital city was problematic. Some candidates, especially those whose German indicated substantial exposure to the spoken language, wrote '*die Hauptstadt*.' A few candidates offered '*Berlin*' and this was accepted.

Section 5

'dynamic and modern'. This section posed more problems than anticipated. Dynamic was often simply written as in the English, or was offered as *dynamik*, with or without a capital letter, rather than *dynamisch*. Even modern was problematic, with many candidates writing *moderne*.

Section 6

'Whereas Munich' was also problematic. Although a significant proportion of candidates were able to come up with *obwohl München...*, *während München...*, or *jedoch [ist] München ...* there were many who left blanks or resorted to literal translation, ending up with *wo als Munich*.

Section 7

'is more traditional.' Whilst the strongest candidates were able to form the comparative correctly, many simply used the English structure.

Section 8

'Some of the best universities' was a challenging element, as intended, and discriminated at the top end.

Section 9

'in Europe' was more accessible to a wider range of candidates, and examiners accepted '*Europas*' and '*in Europa*'. At the lower end of the range, some candidates simply wrote 'in Europe'.

Section 10

'are located in Germany' was generally well attempted. A number of candidates were able to come up with '*befinden sich in Europa*', although a few opted for '*finden in Europa statt*,' which conveyed the wrong meaning. Probably the majority of candidates wrote '*sind in Deutschland*' and this was accepted.

Section 11

'and almost every' proved quite challenging, although there was evidence of inventive ways to use the German which candidates had, such as '*die meisten*'.

Section 12

'big German town has' was well done at the top end of the range, but posed difficulties lower down, including difficulty with the gender of '*Stadt*'. Adjective endings were variable. Both '*große deutsche Stadt*' and '*deutsche Großstadt*' were accepted.

Section 13

'at least one university.' Many candidates were able to find a way of expressing 'at least', often using '*eine oder mehr*', which was accepted, although few were able to come up with '*wenigstens*' or '*mindestens*'. Some tried '*am wenigsten*' which had a different meaning, and one candidate offered '*am leisten*' which had no meaning at all, but did illustrate an awareness of German structure.

Section 14

'Furthermore, you do not have to...' Most candidates struggled with 'furthermore,' but many offered thoughtful attempts to overcome the difficulty. The subject-verb inversion caused a few problems.

Section 15

'pay tuition fees'. A pleasing proportion of candidates did know '*Studiengebühren*', and a few more were able to find a way of saying that you don't have to pay, which was acceptable.

Section 16

'in order to study there.' Most candidates were able to produce an *um...zu* clause here, which was pleasing.

Section 17

'It's easy to see' This section was done well by almost all candidates.

Section 18

'why so many decided'. Word order and tense were challenging here. A minority of candidates was able to access this mark, but there was pleasing evidence at the top end of competence with more complex structures.

Section 19

'...last year...' This was an accessible section and most candidates were able to access the mark.

Section 20

'to study in Germany.' Word order posed a challenge here, but a pleasing number of candidates were able to produce an accurate clause.

Section B

Question 2

There were few responses to questions on this work. Most of those who did respond, chose part b. There were some well-structured and thoughtful responses from candidates who had clearly progressed well beyond GCSE, and who were able to cope with complex language and critical analysis. There were also a number of responses where candidates did not have the language to express their thoughts, and the essay became incomprehensible. In these cases, expressing fairly simple opinions in relatively simple language is likely to be a more successful strategy.

Question 3

There were few responses to questions on this work. Those candidates who did respond tended to address part b) on the theme of revenge, although there were some responses on a), the meaning of the black panther. Candidates clearly had relevant and at times thoughtful ideas on both questions, and stronger candidates were able to support and justify their views using selected evidence from the text. There were, however, a number of descriptive responses. At the lower end of performance, candidates did not have the language to express their ideas, and tended toward the incomprehensible. In these cases, expressing fairly simple opinions in relatively simple language is likely to be a more successful strategy.

Questions 4 - 7

There were very few responses to questions on these works.

Question 8

One candidate responded to this question, and wrote a book review rather than an essay addressing the question. This was not a successful strategy.

Question 9

As last year, this was a popular choice, and there were some strong, well-structured and thoughtful responses to both parts, although part a) was the more popular choice.

- a) required candidates to consider what 'good person' might mean in the context of the film and the GDR. Most candidates were able to explain that both Dreyman and Wiesler started off being seen as good people, but that they changed to what we would see as good people. Some candidates were able to explore the idea that 'good person' is a contextual, relative term with some effectiveness, talking about GDR values.

- b) There were some thoughtful responses to the question about Hempf's significance, highlighting that his desire for Sieland sets in motion the significant plot lines and associated themes of the film, and seeing the figure as a critique of power in the GDR. There were also descriptive responses detailing what Hempf does through his interactions with others.

Question 10

a) was the more popular choice. Candidates were required to consider the role of various father figures. Stronger responses were insightful, considering family relations, the need for a father figure, and even, occasionally, making links to the loss of confidence in the fatherland. However, there were a significant number of descriptive responses.

b) focused on the role of football in the work. Stronger responses linked football to the developing relationship between Richard and Matthias, to the *Wirtschaftswunder* and to the resurgence of Germany as a country one could be proud of. They also made thoughtful comments about team spirit and the need to work together to achieve success. There were also a few descriptive responses, but fewer than in part a).

Question 11

There were no responses on this work.

Question 12

Most candidates responded to part a) which required a consideration of Marco's development. Although there were many descriptive essays, stronger candidates' did consider the character's insecurity and its importance in his acceptance of the movement, the dynamic of his relationship with Karo, and Marco's role in bringing about the end of the Wave.

Part b) was the less popular choice. Although there were some stronger responses which really engaged with the parallels between the Wave and the National Socialist dictatorship as suggested in the bullet points, most tended to simply detail the three rules and how they were set up in class. Few considered symbols or the scene in the school hall which strongly resembles rallies of the thirties.

Question 13

This was the most popular question and (a) was the more popular choice.

Stronger responses to a) analysed the effects of lies on Alex's life, contrasting the effects of safety from the Stasi as a result of Christiane's lies with the trauma of believing their father did not care, for example. Stronger responses also showed the negative effects of the lies to Christiane on the relationship between Alex and Lara. However, as ever, there were many descriptive responses which merely detailed and described the lies.

Part b) focused on Alex's changing attitudes to East and West Germany, and elicited some very strong, focused and thoughtful responses which related his later *Ostalgie* to his childhood sense of admiration for a regime that could put a German in space, but also showed this childish admiration to be the pinnacle. These responses tended to show Alex's reservations about the West, and often link them to the feeling of abandonment by his father, but also to show the aspects he liked. There were a few descriptive responses, but fewer than in part a).

Question 14

There were very few responses to questions on this work.

Question 15

There were very few responses to questions on this work.

