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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE  
In German (8GN0) Paper 03  
Speaking

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## **Grade Boundaries**

Grade boundaries for all papers can be found on the website at:  
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## **Paper Introduction:**

This was the third time that this exam was undertaken and it was good to see that the candidates are now used to the new format of the examination.

## **Candidates' Performances**

### **Task 1**

Question 1 is a summary of the main points of the text. Most candidates were able to say what the text was about and were able to give an outline of the ideas. At times, however, candidates read two sentences per paragraph and thought that they had fulfilled the requirements. The texts are structured to allow the candidates to summarise the main findings without having to retell the whole text.

Question 2 focuses on a detail in the text and the candidate may have already given an answer as part of the summary, but all four questions should always be asked, even if a candidate has partially answered the next question in a previous answer. Question 3 requires an opinion, which some candidates find difficult to give. This question was very effective in discriminating between able and less able candidates. There were some extensive and thoughtful answers to the question, which required candidates to think quickly about the enquiry as well as find the appropriate language for the response.

Candidates must never see the cards in advance of the examination and the table, provided in the instructions to examiners giving the order in which the cards need to be given out, must be used. For this reason, it is not expected that the candidate will begin a response to any question without a few moments of thinking time.

Question 4 should lead into the discussion of the sub-theme. The questions posed in this part of the test must give the candidates the opportunity to demonstrate knowledge and understanding of the sub-theme in Germany. That means that the answers have to refer to society and culture in Germany. Personal or global questions are not appropriate.

This element is still the most challenging for a number of candidates as they fail to link their answers to Germany. This is the biggest change from the legacy paper and teachers are advised to root their lessons firmly into the German speaking world in order to comply with this component of the test.

The candidate and the teacher examiner should respond appropriately to each other's input, whether that be a question, a comment or a remark. To reach the full range of the marking criteria there will be frequent examples of this level of interaction. The candidate needs to demonstrate the ability to interact within a sub-theme. The best orals develop naturally from the spontaneous responses of the candidates. A mere question and answer approach cannot facilitate a spontaneous interaction as described above; neither does a series of monologues.

Some tests showed very good interaction, whereas others sounded very stilted where the candidates kept asking the teacher examiner 'Was meinen Sie?' at various moments during the test. Interaction does not simply mean to ask a question, but to interact within the discussion as described above.

Care should be taken not to spend too much time on the set questions, as the candidates need to have the opportunity to show knowledge and understanding of the sub-theme in Germany in the remaining discussion in order to access the full range of marks available.

## **Specific Comments on the Stimulus Cards in Task 1**

### Stimulus GN1

Overall Text 1 was well understood with the candidates being able to summarise the content and to answer the subsequent questions. Text 2 was well understood and the students were able to voice their opinions with good justifications.

### Stimulus GN2

Most candidates understood Text 1, but the words *Erhöhung* and the verb *erhöhen* in question 2 seemed unknown to a fair number of candidates. Similarly in Text 2, the word *Erwartungen* was ignored by most candidates and they did not recognise the conditional. In question 4, most candidates had something to say about the renewable energies in Germany, but not many could qualify the effectiveness.

### Stimulus GN3

This stimulus card proved to be a very accessible text. Question 2, however was often answered globally and not linked to the text. The word *Einstellung* in question 3 was often not known and candidates gave irrelevant answers. Text 2 provided some very good ideas and comments by very able students.

### Stimulus GN4

Most candidates understood the text and were able to give a good summary. However, question 2 was often answered globally rather than text related. Similarly, question 4 was badly answered, because a fair number of candidates did not know what to say.

### Stimulus GN5

No candidate did this card.

### Stimulus GN6

Most candidates understood the meaning of the texts, and offered some interesting answers to question 3.

## **Task 2**

Because the students had an element of choice, they seemed to feel more secure in the sub-themes. Often they performed better at this task than in task 1. The most popular choice this year was the sub-theme of Medien, followed by Feste und Traditionen and Musik came last.

The main problem, again, was the link to German speaking countries in order to have full access to marking grid for AO4, Knowledge and Understanding of society and culture.

The questions on the stimulus cards were well received and fulfilled their aim to start of the discussion.

## **Specific Comments on the Stimulus Cards**

### Stimulus GN7

It was great to see how much the students knew about music in German-speaking countries. They were able to give relevant examples and develop their answers well in most cases.

### Stimulus GN8

This card was very accessible, and there were some interesting answers in question 2, because it gave the candidates the scope to show what they knew about music in German-speaking countries.

### Stimulus GN9

Some candidates responded well to question 1 on this card, but a fair amount of candidates did ignore the word *Lesegewohnheiten*.

Stimulus GN10

This card was generally well done by the candidates.

Stimulus GN11

This card did not pose any difficulties and it gave students the opportunity to speak about traditions and its importance to people in the German speaking countries.

They were able to give some pertinent examples.

Stimulus GN12

Not many candidates chose this card.

### **Summary**

On the whole the exams were well conducted and most centres supplied all necessary paperwork correctly filled in. The quality of the recordings was usually of a good standard.

Based on their performance on this paper, students should:

- Make sure that their answers are firmly rooted in German society and culture for Task 1
- Make sure that their answers for Task 2 are rooted in German speaking society, which includes Austria and Switzerland
- Have examples which they can back up
- Practise summarising short texts
- Practise expressing their opinions on various issues

### **Grade Boundaries**

Much work has taken place on the comparability of the oral units for French, German and Spanish. The senior examiners have worked closely together to ensure their application of the common oral marking criteria is consistently applied across these three languages. This has been in response to queries from centres about the results at unit level on the oral examinations.

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