



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In German (8GN0) Paper 01
Listening, Reading and Translation

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_01_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

8GN0 01 AS German Paper 1

This paper is designed to assess candidates' listening comprehension, reading comprehension and translation skills using a variety of authentic sources.

Candidates are required to understand and convey their understanding accurately and also to show their ability to translate accurately from German into English.

The content for the paper is drawn from two themes. Theme 1 *Gesellschaftliche Entwicklung in Deutschland* is divided into three sub-themes; *Natur und Umwelt*, *Bildung* and *Die Welt der Arbeit*. Theme 2 *Politische und künstliche Kultur im deutschen Sprachraum* is also divided into three sub-themes; *Musik*, *Die Medien* and *Die Rolle von Festen und Traditionen*.

Section A assesses candidates' listening skills. Candidates listen to four extracts which last around 6-7 minutes and are recorded onto CD or available for Centre download as an mp3 file. Tasks involve a multiple choice test, answering questions in the target language and summarising in English the main points of a passage. The total mark for this section is 24.

Section B is out of 28 marks and assesses candidates' reading skills. There are five authentic texts in German of varying degrees of difficulty. One of these is a literary text. Task types include a multiple choice test, choosing four correct statements out of nine and answering questions in the target language.

Section C is out of 12 marks and comprises a short translation from German into English.

The overall time allocation for this paper is 1 hour and 45 minutes. Candidates are recommended to start with the listening material and to complete this within 45 minutes. 45 minutes is recommended for Section B and 15 minutes for Section C, although candidates are free to vary this if they wish. However, it is important to leave sufficient time for the translation as this is worth almost 20% of the whole paper.

All questions on this paper are marked according to a points-based mark scheme which is updated at standardisation to take account of the full range of candidate responses. Certain mark principles are applied by examiners which teachers need to take into account when preparing candidates for this examination. Examiners assess responses in the order of elements given by the candidate and consider no more elements than the number of marks available. Thus, in a 2 mark question, only the first two elements can score. However, repeating or paraphrasing the question or a preamble to an acceptable response do not count as elements in the response. Credit is not withheld for irrelevant additions to a correct response but additions which negate will result in candidates losing the mark for a correct answer.

This year candidates once again impressed with their ability to manipulate the language of the transcript or text to suit the question asked and also with the breadth of their vocabulary. Gaps in common topic vocabulary and a propensity to use untargeted lifts of material without attempting to check their suitability or relevance to the question were characteristic of some weaker performances.

Question 1 Kinder und neue Medien

This question was answered well by the majority of candidates. Although Q01(i) was answered correctly by almost all candidates the other parts of the question proved more taxing for less successful candidates. Q01(iv) proved the most problematic.

About half of candidates failed to make the link between *besorgt* in the recording and *beunruhigend* on the examination paper. In Q01(iii) it was necessary to make the simple deduction that *wer ... kein Smartphone hat, wird ... zum Außenseiter* must mean the most children have a smartphone. Work on common synonyms would help students to prepare effectively for this type of multiple-choice question.

Question 2 Neue Musikrends

This passage was about the latest developments in the music business. Quality of language is not assessed in open response German questions and therefore misspellings and grammatical errors are tolerated provided that the answer remains comprehensible and unambiguous. Full sentences are not required but sufficient detail must be included in the response to answer the question completely. However, candidates should not transcribe whole sections of the recording in the hope that the transcription may address the question posed. Most candidates answered Q02(a) correctly although there were a few who neglected to mention that the trade fair took place in Frankfurt and therefore could not be awarded the mark.

In Q02(b) many candidates stated that a prize had been won but some neglected to say what specific award it was, although *Musikinstrumentenpreis* is not a difficult word to understand.

Although Q02(c) required some manipulation of the transcript in order to answer the question most candidates managed this without difficulty.

In Q02(d) a significant minority failed to realise that the guitars were replicas of the one used 40 years ago. Answers stating that Udo Lindenberg played it 40 years ago could not be credited. Candidates who just stated that Udo Lindenberg had played the guitar without mentioning when were of course correct as he had played and autographed all the replica guitars.

Question 3 Solaranlagen

This question featured a radio broadcast about solar power. It contained some complex vocabulary and sentence structure and produced a wide range of marks, although the majority scored more than 50%.

For Q03(a) the ideal answer was *die Heizung* or *den Öltank*. Less successful candidates selected the distractors *Waschmaschine* or *Energiesparkühlschrank*, which did not need modernisation as they were both new. A one or two word answer was sufficient here – there was no need to write a full sentence.

In Q03(b) candidates could answer quite simply with *sie steigen* but most used a targeted lift from the recording. In some cases far too much was lifted from the transcript with the result that the answer became too untargeted and could not be credited.

Q03(c) was answered well by many candidates who manipulated the source material to give answers such as *Sonnenenergie/Sie ist kostenlos*. The other mark was often awarded for a targeted lift about current heating systems.

In Q3(d) and Q3(e) some candidates were unsure which material was relevant for which question. The key phrase in Q03(d) was *bis jetzt* which corresponded to *schon* in the listening extract, pointing to *heißes Wasser* as the correct answer. This then left heating as the additional use for Q03(e).

Few candidates scored both marks in Q03(f). The word *wohl* in the question indicates that the candidate has to make a simple deduction, in this case how Herr Kreibich must feel about his new solar power system. A range of positive adjectives was accepted eg *stolz* or *glücklich*. A number of reasons for feeling happy were given in the transcript. Many candidates just quoted the fact that the system was efficient

and saved Herr Kreibich money rather than addressing the question asked and including Herr Kreibich's feeling.

Question 4(a) Industriebranchen in Berlin

This question proved quite challenging for candidates as it required them to listen carefully to a complex piece of German and then decide which information was relevant for each question. Marks for this question were equally spread across the full range. It was encouraging to see how more successful candidates were able to select the appropriate material and adapt it to the demands of the questions.

Q4(a)(i) was well answered. Confident candidates changed the noun *Buchzusammenfassung* into a verb phrase *Bücher zusammenfassen*. However, a direct lift from the recording *ein Buch in zehn Minuten lesen* was also accepted and was the answer quoted by most candidates.

In Q4(a)(ii) answers had to refer to people and therefore required candidates to manipulate to some extent the information from the text as a direct lift did not answer the question. Successful candidates introduced a relative clause as in *Leute, die Zeit sparen wollen*. A small number of candidates used the same material to answer Q04(a)(i) and Q04(a)(ii). It is worth noting that the same material will not be credited twice.

Q04(a)(iii) was answered successfully by most candidates, requiring a simple manipulation of the transcript. Those who answered simply *Es gibt Audioversionen* gained the mark.

Q04(a)(iv) simply required candidates to identify the key word *Bücherfreunde* as a one word answer was sufficient. Many candidates managed this or alternatively adapted the transcript to give answers such as *Leute, die die Arbeit von Autoren auf ein paar hundert Wörter nicht kondensieren wollen* - a long but acceptable alternative answer. A frequently encountered incorrect answer was *ältere Leute* - this may well be true but there is no evidence in the recording.

Question 4(b) Industriebranchen in Berlin

This question requires students to summarise two main points from the dialogue, making sure to address all the bullet points. No marks are awarded to students who ignore the rubric and write their answer in German. Students who try to transcribe the whole dialogue are penalising themselves as only the first two points for each part question will be credited. Students who fail to address both parts of the question can gain at most one mark. Candidates found the topic quite demanding and few scored full marks although, on the other hand, most candidates managed to identify at least some of the relevant material.

In Q4(b)(i) candidates were expected to give one point of information on each of the two bullet points. Examiners assessed the first two points of information given. Some candidates also lost marks because their English was imprecise, ambiguous or omitted crucial details. When stating that the number of firms was up by 60% some candidates omitted the adjective new or newly established, thereby rendering the information incorrect. Other candidates mentioned the easy recruitment of staff as a factor in the city's economic success, an answer that was accepted. The majority of candidates correctly identified that established businesses were willing to work with start-ups.

Imprecise English often played a role in Q04(b)(ii). A number of candidates stated

that Rui opened the first hotel in Berlin, which clearly is not correct. A frequent misconception was that recruitment was online – the excerpt merely states that IT specialists helped the company improve its online presence. However, many were able to answer that the agency helped Rui with its recruitment .

Question 5 Pausen während der Arbeit

This question caused few difficulties for most candidates. The most taxing part proved to be Q05(iv). A number of candidates assumed that when the text recommends getting some fresh air at lunchtime this must mean taking part in sport. This is not the case as much sport takes place indoors. The only answer that is definitely true is *das Gebäude zu verlassen*.

Question 6 Alleinfahrende Autos statt Busse

Although the subject matter was quite challenging, this question proved accessible to candidates, partly because of the task type. Most candidates were able to score at least three marks with a substantial number scoring full marks.

Question 7 Politiker und soziale Medien.

As quality of language is not being assessed here, misspellings and grammatical errors are tolerated as long as the answer is comprehensible and unambiguous. Full sentences are not required but sufficient detail must be included in the response to answer the question completely. Targeted lifts are accepted. However, candidates should not copy whole sections of the text in the hope that they are addressing the question posed. Candidates should pay attention to the need for the lifted material to answer the question set and should be aware that it may not be possible to lift answers from the text for all questions. Indiscriminate lifts which indicate that candidates have not understood either the question or what they are including in their response will not be credited.

This question was answered well with most candidates scoring three or even four marks. In Q07(a) the answer only required a targeted lift *junge Wähler* from the first few words of the text, the key concept being youth.

Q07(b) was also answerable with a targeted lift *keiner kann sagen* but involved global understanding of the second paragraph in order to work out which was the key phrase.

In Q07(c) candidates could choose between two key words *durch eine App* or *durch Daten* when writing their answer. This question was competently answered by most candidates although some who were less successful attempted a much longer untargeted lift which did not answer the question closely enough to be credited.

In Q07(d) the key idea was that politicians could join already existing Facebook groups rather than start a new one. This question could not be answered without manipulation of the text – a direct lift would not say what politicians could actively do to improve online campaigning.

Question 8 Lea

This question featured a literary text and therefore a different register of language; one which some candidates found more difficult to cope with. The same advice as given for previous questions about targeted and untargeted lifts applies equally to this question. Candidates should ensure that they read the questions carefully, particularly the question words in order to identify relevant material more easily. Unusually this question produced the full range of marks from 0 to 8 in almost equal proportions. Successful candidates had little difficulty identifying the relevant material and manipulating this to answer the questions set. Less successful candidates found it difficult to work out what was happening in the text and often resorted to untargeted lifts of irrelevant material.

There were two necessary elements for Q08(a) – the fact that Lea looked older and then secondly what she had done to make herself look older. It was relatively rare for candidates to include both these elements successfully.

In order to be credited with a mark for Q8(b) candidates had to supply a suitable preposition to accompany the time phrase, ideally *vor drei Jahren*. Frequently encountered wrong answers included *seit drei Jahren* and *als sie drei Jahre alt war*. Q08(c) was well answered by many candidates. In order to answer the question the relevant detail in the text had to be changed from first to third person. A direct lift could not be credited.

For Q08(d) candidates just had to change the interrogative form in the text into a statement; the majority of candidates managed this without difficulty.

Q08(e) was perhaps the most accessible as it merely required a targeted lift without extra manipulation of the text. Unsurprisingly this proved well within the capabilities of most candidates.

In Q08(e) some candidates stated that that Lea had thrown her flute into the audience. They clearly failed to understand the significance of the preceding phrase *sie habe nur mit Mühe dem Impuls widerstehen können*.

Q9 Studentenleben

There were many encouraging answers to this question. Many candidates proved adept at identifying relevant but deeply embedded text and adapting it to the demands of the particular question. Weaker performance was characterised by untargeted lifting from the text, often with information not relevant to the question posed. However, in general, performance on this question was stronger than in previous years.

Q09(a) was answerable with a targeted lift although the necessary information was deeply embedded in the text and required a sound global understanding of the first two paragraphs in order to find it.

Fewer candidates scored a mark for Q09(b). Candidates had to understand the content of the second paragraph and then manipulate the text or use their own words for an answer such as *sie studieren nicht so oft*.

Q09(c) was answered correctly only by a small minority of candidates. The most common but incorrect answer was *sie sind zu alt*. In answering this question *sie* must refer to the *Studiengänge*. To gain the mark candidates had to state that *die Absolventen sind zu alt*.

Q09(d) and Q09(e) were answered successfully by the majority of candidates. Those candidates who failed to score a mark for Q09(f) often did not include the vital first half of the relevant sentence, merely stating *sie suchen einen Nebenjob*. The key to this answer is the fact that abolition of tuition fees has reduced the pressure to find part-time work.

Q09(g) was answered well by most candidates.

Question 10

It is crucial that candidates allow themselves sufficient time to complete the translation properly. A minimum of 15 minutes is recommended. The passage is sub-divided into 12 sections, each worth one mark. In order to gain the mark students must translate the main nouns, verbs and adjectives correctly although minor omissions are tolerated if they do not affect the essential meaning of the section. Translation is considered to be successful if an English speaker would understand the translation without having understood the text in the original language. Misspelling is tolerated as long as it does not lead to ambiguity. This question produced the full range of marks. Most students were able to cope

with at least part of the text and translate it into decent English and there were some answers worth full marks. It was pleasing to see that the vast majority of candidates had been taught to translate rather than to summarise or to paraphrase. However, there were a small number of responses where the translation made little sense in English and did not translate accurately any of the original German text.

Some candidates scored very little on the first paragraph but were able to translate the second paragraph accurately. Some answers struggled to convey the sense of the first sentence accurately, largely due to difficulties understanding *Hühner* and *Zeichen*. More surprisingly *fangen ...an* was unfamiliar to many. The past tense in the second sentence was often not noticed and all but the strongest candidates struggled to convey the sense of *früher* effectively. It was heartening to see the many correct translations of the passive infinitive in *mussten sie gefunden werden*. *Brauch* was often translated as "need". The second paragraph contained few mistakes in most scripts despite the occasional problem with *Jahrhundert* or *Leben*, which sometimes appeared as "love".

Advice for future examinations

- Candidates should read all questions carefully, paying particular attention to the question words.
- When taking material directly from the texts, students should be aware of the need to manipulate language in order to answer the specific question asked, particularly changing verbs from the first to the third person.
- Students should be aware that Q4b is a summary exercise and that only one point of information will be credited for each bullet point.
- Students must ensure that their translation reads naturally in English. If it does not sound like English it needs to be changed.
- There will probably be unknown words, or even whole sentences, in the translation. Candidates should translate the words they do know and then make a sensible guess at the unknowns from the context.