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Examiners' Report  
Principal Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE  
In German (4GN1) Paper 02R: Reading and  
Writing

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Publications Code 4GN1\_02R\_1906\_ER

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**Outline:** Paper 2 is the Reading and Writing component of the new International GCSE with the first assessment in 2019. The paper constitutes 50% of the total marks for the International GCSE whilst the total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.

The assessment is through a 1-hour and 45-minute examination with the paper set by Pearson and externally marked by examiners.

The paper assesses reading and writing skills in separate sections across five topic areas:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

The **reading section** comprises the first five tasks where students are required to convey their understanding of written German through a series of five reading tasks, each based around a collection of short texts or a longer single text.

The first task is assessed through multiple choice answers (6 marks), the second task is a multiple-choice gap-filling exercise (6 marks) and the third task is a multiple-choice question (8 marks).

The fourth task is based on a literary text which consists of a short, adapted extract from an authentic source appropriate to this level. Students have to give short answers to prompts in German. (10 marks)

The fifth task is based on an authentic German text with questions in German which require the students to answer in German. (10 marks)

The overall level of difficulty increases from the first task to the fifth task.

The **writing section** comprises three tasks, two writing tasks and a third grammar-based task.

The first writing task is short, and the students are asked to write 60-75 words, including four prescribed words or short phrases. Students are being assessed in two sections: 1) Communication and content; 2) Linguistic knowledge and accuracy. (10 marks)

The second writing task is longer than the first and contains an element of choice. The students are able to choose from three questions that are drawn from different topics, and need to write between 130 and 150 words in response to the question, addressing four bullet points. Students are being assessed in two sections: 1) Communication and content; 2) Linguistic knowledge and accuracy. (20 marks)

In the third grammar-based task students are asked to change the words in brackets so that they correctly fit the sentences. This involves the need to

manipulate, for example, verbs and adjectives, into their correct verb form.  
(10 marks)

Grammatical accuracy, punctuation and spelling is being assessed in this section of the paper.

### **Report on Individual Questions**

**Question 4:** Students on the whole have dealt well with the literary text. Most students scored a mark for sections 4a, 4b, 4g, 4h and 4i. Sections 4c, 4d, and 4e proved more challenging. Quite a number of students mixed up the correct answers for 4d and 4e, giving the answer 'Rhein' for the 4e as a direction. In 4f a number of students wrote 'Wasser skippen lassen' and missed out the 'Steine' which rendered the answer wrong. 4i was answered correctly by almost everyone and seemed a good way to finish off the question.

**Question 5:** The main issue why students may not score a mark is the fact that they do not always answer the question asked. It is vital that students read very carefully through the questions in order to establish what they need to address in their answer. There is at times too much untargeted copying from the text without manipulation which will not gain a mark. Answers in general should be short and students need to make sure that a question containing 'man' cannot be answered with an imperative.

More able students will have scored marks particularly for sections 5a, 5b, 5c, 5d, 5e and 5f, for the last two they would be able to gain a mark with a targeted lift. In section 5e a number of students ignored the words 'nach der Schule' and their answers henceforth did not include the correct activities. In section 5g students often just lifted sentences from the text but did not manipulate their answers in order to answer the question correctly.

### **Question 6:**

#### **Communication and Content:**

Good responses will be clearly communicated. For communication and content students will be able to respond to set questions with a developed response to the set bullet points. We will expect predominantly effective adaptation of language to describe, narrate and inform with opinions and justifications being expressed effectively.

#### **Linguistic Knowledge and Accuracy:**

Linguistically, students will predominantly use accurate grammatical structures with mostly successful references to past, present and future events in response to the set bullet points. Errors might occur but rarely hinder clarity of communication.

Most students covered all four bullet points in their answers and many used different time frames to convey meaning. There were only a few students who did not seem to know what 'Kleidung' meant. The bullet points were on the whole very accessible.

Some students write lengthy answers when they are asked to write 60-75 words. At times, the accuracy became weaker the longer the writing. Students should write distinct responses covering the four bullet points rather than producing a lengthy essay on the main topic.

### **Question 7:**

#### **Communication and content:**

Able students should communicate detailed information relevant to the questions and topics, usually with extended sequences of writing. They will frequently use language creatively to express and justify a variety of individual thoughts, ideas and opinions. There will be a variety of vocabulary in order to vary expression for different purposes.

#### **Linguistic knowledge and accuracy:**

Linguistically, we expect able students to manipulate a variety of grammatical structures with some variety of complex structures. Grammatical structures will predominantly be accurate with mostly successful references to past, present and future events. Errors might occur but they rarely hinder clarity of communication.

All three tasks were chosen by a good number of students with task 7b being the most popular. None of the individual sections in any of the tasks posed a major difficulty in understanding for the students. However, in 7a students at times conflated sections 2 and 3 when answering these points. It was not always clear when they used their mobile phone and for what purpose. It is advisable to start a new paragraph for every section of the response.

It was interesting to read about the media habits of young people, their thoughts about their home and their school.

### **Question 8:**

The majority of students dealt well with this new type of question. Most students scored more than half marks, particularly in sections 8b, 8d, 8f, 8g, 8i and 8j.

## **Advice for teachers**

- In general, teachers should emphasise to students to read the questions carefully and read through the whole section before answering questions. For task 4, the literary text, only very short answers are required (often one word) and non-targeted lifts from texts will not gain a mark.
- For task 5, students should be discouraged to copy whole untargeted sections of the text as this will not be rewarded with a mark. A number of these responses can also be given as one- or two-word answers, certainly not more than a short sentence. Students have to be aware that they might need to manipulate the subject pronoun in order to answer the question. Answering a 'man' question with an imperative will not score a mark.
- For task 6, students are required to use all four bullet points in their answer in order to be able to score the highest marks. They should also make sure that they use more than one time frame in order to score 5 marks out of 5.
- For task 7, students also have to address all four sections in order to be eligible for the highest marks for communication and content. Examiners are looking for coherent and purposeful responses that show an excellent ability to express ideas in a logical sequence. Students are also encouraged to display an excellent range of vocabulary and grammatical structures with a secure use of at least three tenses.
- In task 8, students are able to show their grammatical knowledge and need to read the sentences with the words in brackets carefully in order to produce the correct answer.