



Pearson
Edexcel

A Level German

Paper 3: Speaking (9GN03)
Examiner marks and
commentaries





Introduction:

- The purpose of this pack is to provide teachers and students with the commentaries for some examples to A Level German Paper 3: Speaking(9GN03).
- The responses in this pack were taken from the June 2018 summer series. The mark schemes and other materials can be found on the Pearson website.
- In this pack, you will find examiner commentaries. The audio recordings can be found on the Pearson website.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our subject advisor team on teachinglanguages@pearson.com



Examiner Marks and Commentary (9GN03)

Candidate and task	Mark and Commentary
Candidate 1: Task 1	<p>Stimulus Card 12</p> <p>AO4 – Knowledge and understanding of society and culture</p> <p>In set question 1, there is a definite focus on the prescribed questions. In response to 1, there are numerous examples of how society formed the mind-set of the people, such as economic factors and education. For set question 2, the student initially gives a direct answer to the question, which is then substantiated with more specific examples. The follow up discussion is also characterised by in-depth factual knowledge but also a wealth of perceptive analysis. For example, the way in which the factual knowledge of housing, employment and the situation for women is combined with the perception that life was only easy if you agreed with the state, is a balanced and thoughtful point of view for this level. There was also a sound understanding of the difference between how the GDR state appeared, and how it was in reality, and this shows further perception. This candidate comfortably satisfies the requirements of the top band for AO4, and cannot reasonably be expected to do any more, so full marks were awarded.</p> <p>12/12 marks</p> <p>AO3 - Accuracy and range of language</p> <p>There is frequent to consistent variation of grammatical structures including many examples of complex structures. For example, imperfect tense and passive were secure, word order was nearly always correct. Comparatives are well handled. Particularly impressive structures are, for example, <i>es könnte argumentiert werden</i> and <i>als faul und ungebildet betrachtet</i>.</p> <p>The pronunciation and intonation are authentic sounding and clear at all times.</p> <p>The performance is not perfect, there are issues with declension in the dative case, and there are occasional lapses such as, <i>zu wem welchen Gerät ist gegeben</i>, but on balance, this is an entirely spontaneous performance by a Y13 student. The level of accuracy and articulation is highly commendable and was awarded full marks.</p> <p>12/12 marks</p> <p>AO1 - Interaction</p> <p>The discourse is clearly spontaneous throughout. The student responds with assurance to all the teacher examiner questions. The student can sustain the discourse and does not at any time need prompting by the Teacher Examiner. There is no hesitation. A</p>



	<p>question is asked at a natural point. The student's response to the question about compromise, in which she uses the words from the question to begin her answer, shows that that she is listening carefully to the examiner. The performance was awarded 6 marks for interaction.</p> <p>6/6 marks</p> <p>Total marks: 30/30</p>
Candidate 2 – Task 1	<p>Stimulus Card 1</p> <p>AO4 - Knowledge and understanding of society and culture</p> <p>In set question 1, there is an attempt to answer the set question directly. This response could, however, have been improved if the opinions were supported by some concrete, German specific examples, rather than general opinion and non-specific examples. The questions that the candidate asks here would have been better replaced by examples. As mentioned in the examiner report, this is an example of a candidate prioritising asking a question over developing their own argument. Set question 2, however, does provide a Germany specific example, and this is what examiners are looking to reward under this AO.</p> <p>As the conversation continues, there is some exemplification, but not enough to fulfil the requirements for full marks in this section. Whilst it is the responsibility of the student to take the initiative to provide information relevant to AO4, teacher examiners can support this by asking very focussed questions. The three questions asked after the stimulus questions in this example do not elicit as much knowledge and understanding as they might have. Questions such as “what could be done” are likely to be answered hypothetically and are therefore less likely to demonstrate evidence for AO4. Also, “Wer hat die Verantwortung...” is likely to bring about a general answer, unless the phrase “in Deutschland” is clearly added. In conclusion, the answers to the first 5 responses do not provide a wealth of evidence for knowledge under A04. However, the understanding and analytical ability is better and, as the task 1 discussion develops, it becomes more focussed, so eventually is awarded 9 marks. Another sub-theme is not really discussed, however, so there is not enough evidence to award a higher mark than this. The task 1 discussion continues until just under 9 minutes.</p> <p>9/12 marks</p> <p>AO3 - Accuracy and range of language</p> <p>The level of language is relatively good overall. The accuracy is sustained and, whilst not perfect, this is not an erratic performance. The pronunciation and intonation are clear, and there is evidence of a good understanding of how the language should be pronounced, demonstrated by the occasions on which the candidate self corrects.</p>



	<p>On the other hand, the range of language used is not as full and varied as it might be at this level. There are some good, complex grammar points used correctly, such as modal constructions with subordinating conjunctions and <i>da</i> compounds. There is also some higher-level lexis, such as <i>Autohersteller</i>. However, there is also some reliance on GCSE level vocabulary, such as, <i>man könnte mit dem Rad fahren</i>, and <i> fand ich total schrecklich</i>. These are accurately used but could have been more articulate. Overall, the candidate was awarded 9/12 for AO3</p> <p>9/12 marks</p> <p>AO1 - Interaction</p> <p>The discourse is spontaneous throughout. The student is comfortable asking questions and has the self-awareness to self-correct, when he feels that he has said something which may have been misunderstood. He provides the ideas on his own initiative and is able to sustain his arguments for extended periods, without requiring the prompting of his teacher examiner. He is awarded 6/6 for AO1 6 marks</p> <p>6/6 marks</p> <p>Total marks: 24/30</p>
Candidate 3 – Task 2 part 1	<p>Title: Die AfD</p> <p>AO2 – Responding to Written Language in Speech</p> <p>The presentation lasts almost precisely two minutes.</p> <p>There is a brief introduction to the focus of the topic and then the student immediately begins to focus on the two written sources. He uses up none of the precious two minutes with an explanation of why he has chosen the topic. Whilst it is fine to explore the reasons for the choice of topic later in the discussion, it is not relevant to AO2, so should be avoided in this section.</p> <p>The articles are clearly named. Throughout the presentation, there is clear signposting from the candidate, as to which article he is referring. The presentation is well structured. There is a sense that he has really worked on prioritising the most important facts from the article, and his choice of articles is sensible; he has not given himself an impossible task by trying to summarise very long pieces of written German. There is then a clearly presented, well-justified personal response to the articles at the end, which maintains the balance between the sources. The candidate has met all of the expectations for AO2, within the time limit, so is awarded full marks for this task.</p> <p>12/12 marks</p>
Candidate 4 Task 2 part 1	<p>Title: Frauen in der DDR</p> <p>AO2 – Responding to Written Language in Speech</p> <p>The presentation is almost precisely two minutes long.</p> <p>There are 21 seconds of general introduction to the topic, which forms</p>



	<p>quite a large part of the time allocated for this task. During this time, there is no evidence provided for AO2, and therefore, these 21 seconds are not used well by the candidate.</p> <p>The first mention of a written source is at 22 seconds, but it is a general reference to both sources and does not provide a great deal of clarity or summative ideas. Almost half way through the allotted time, the first article is referred to specifically and there is some information about that article. At almost 1.30, the second article is referred to and one point is made about the content of this article. This leaves very little time for the student's personal reaction and justification, which is limited to a comment about finding the information in article 2 quite funny. The personal viewpoints made at the start of the presentation are taken into consideration as part of the assessment of personal reaction to the written sources, along with any other material that could be rewarded as such. However, the lack of clear linking of opinions to what has been read makes this difficult to do. Overall, there is personal reaction and two written sources with information presented on both. This suggests the 7-9 band initially but after taking the lack of clarity into account, which is a characteristic of the 6-8 band, a mark of 7 was awarded for AO2.</p> <p>7/12 marks</p>
Candidate 5 – Task 2 part 2	<p>Title: Die Umwelt in Deutschland</p> <p>AO4 - Knowledge and understanding of society and culture</p> <p>The student's information is all relevant to Germany and the chosen IRP. There has been a lot of effective research and this is evidenced by the wealth of knowledge, which she demonstrates. On the other hand, there is a lack of balance between factual knowledge and the amount of evaluation, insight or originality demonstrated. So, whilst there were many positive aspects in this performance, the tendency to be more factual than analytical is reflected in the mark awarded.</p> <p>9/12 marks</p> <p>AO3 - Accuracy and range of language</p> <p>There is accurate language throughout, even though there are errors. Grammatical errors, when they occur, do not hinder communication. There are times when pronunciation is anglicised and on one or two occasions, comprehension may be delayed, but not prevented. The range of lexis is excellent, and there is a wide range of topic-specific vocabulary, which at no point becomes repetitive. There are also a number of structures which are complex but accurately handled. For example, there is a clear understanding of the genitive case demonstrated throughout. It is not a perfect linguistic performance, but even for full marks, perfection is not expected. Balancing the successful use of very complex vocabulary and structures against issues that occur occasionally with pronunciation, a mark of 10 is awarded.</p>



	<p>10/12 marks</p> <p>AO1 – Interaction</p> <p>The student responds spontaneously at all times. She is very confident in her knowledge and the teacher examiner is clearly working from the list of key findings, which supports the student well. The student's natural reaction to each of the questions is a positive aspect; the student often reacts to the question by saying, <i>ja</i>, before beginning the response and the teacher examiner forms the next questions based on what the student has just said. This shows that both participants are really listening to each other. The initiative that the candidate takes in giving examples and substantiating information is also a positive feature – the student dominates the discussion and so the teacher examiner simply needs to facilitate, rather than lead. The request for clarification is very natural and gives the impression that this candidate is comfortable taking part in a discussion in German.</p> <p>6/6 Marks</p> <p>Total Marks: 25/30</p>
Candidate 6: Task 2 part 2	<p>Title: Ausbildung in Deutschland</p> <p>AO4 - Knowledge and understanding of society and culture</p> <p>The student's information is all relevant to Germany and the chosen IRP. The candidate has clearly worked hard to find out all the current statistics and main ideas surrounding this topic area. She is able to communicate her insight, as she concludes that generally, there are many options for training in Germany, but that there are issues surrounding these courses, which are leading to dissatisfaction. However, she does not explain the significance of the factual information given in an in-depth fashion. The critical response and analysis are on a rather basic level. She is also not able to make clear connections between the ideas herself, although she is able to offer a response when the teacher examiner tries to lead her in this direction. So, whilst there is a successful attempt in conveying what she has researched, and she offers the beginnings of analysis, her ideas remain relatively straight forward.</p> <p>8/12 marks</p> <p>AO3 - Accuracy and range of language</p> <p>There is some accurate language, but its accuracy is not consistent. She appears to struggle to articulate her ideas due to a lack of confidence in being able to apply the language accurately. There is a lack of complex, idiomatic language and a lack of variety of expression. For example, there is a reliance on listing information, rather than expressing facts in a more interesting way. There are some basic mistakes, for example, with numbers and tense construction and some missing verbs in dual verb constructions. Pronunciation and intonations impede communication at times, for example, <i>kann nicht Kuchen finden</i>, where the meaning is extremely</p>



unclear. Therefore, a mark of 5 is awarded.

5/12 marks

AO1 – Interaction

The student is able to respond spontaneously, but the teacher is having to skilfully elicit the information. There is a sense that the teacher is having to take control to lead the candidate in the right direction. The factual information provided by the candidate is only developed through teacher prompting. The 4 marks awarded reflect the student's spontaneity and ability to interact but that they are not able to take the lead

4/6 Marks

Total Marks: 19/30