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Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCE
In German (9GN0)
Paper 3: Speaking

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9GN03 Speaking: overview

In the German A Level Speaking examination, candidates are assessed on their ability to demonstrate:

- knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched and which is linked to the social and cultural context of the language studied
- analysis of aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions, illustrated with relevant examples and evidence
- the ability to interact and hold a natural, spontaneous and fluent discourse
- skill in manipulating and pronouncing language accurately
- response to written language in speech.

These aspects are assessed via two distinct tasks conducted entirely in German, which are carried out in consecutive order in one session.

The examination format

Task 1 (discussion on a theme)

Content for this task is based on any one of the twelve sub-themes from one of the four overall themes listed on pages 8–9 of the specification. Candidates choose one out of two sub-themes to discuss. Stimulus cards are a springboard to the discussion, which the Teacher-Examiner broadens onto other sub-themes of the wider theme. Teachers and candidates are advised to familiarise themselves with the themes and sub-themes listed on pages 8–9 of the specification.

Task 2 (presentation and discussion of candidate's Independent Research Project)

This task is in two parts. Content for this task is based on a subject of interest that candidates have chosen for their independent research project. This may be based on any of the four themes of study listed on pages 8–9 of the specification or on a subject of interest of the candidate's choosing. However, it **must** relate to the cultural and social context of a German speaking country or community.

Key Factors for **teachers and candidates** to consider in order to attain the highest marks are:

- **Maintaining focus on Germany** for Task 1 discussions on Themes 1,3 and 4, **and on the German-speaking world** for Task 1 discussions on Theme 2 and for the entire task 2. Credit for AO4 is only awarded when the conversation is focussed on the correct geographical areas.
- **Demonstrating knowledge and understanding of Germany and the German-speaking world.** This is assessed in each of the two tasks section by the AO4 mark grid and is worth a total of 24 out of the total of 72 marks. The candidate need not take a definite standpoint on issues

discussed. It is more important to demonstrate informed and perceptive analysis as part of the discussion.

- In Task 1, Part 1, the Teacher-Examiner **must ask the prescribed questions** in relation to the chosen stimulus card at the start of this task and, after one or two follow-up questions, move on to **another sub-theme within the same overall theme in Task 1, Part 2** (see example Stimulus GN1 below and pages 8-9 of the specification).
- **Interaction**, including participating in a spontaneous, naturally developed discussion, is assessed discretely by the AO1 mark grid, twice in the examination.
- The ability to respond in speech to written German is assessed in Task 2, Part 1 by the AO2 grid. The presentation in this part of the examination must **clearly reference two sources** named in the RP3 form and provide an **effective summary** of each and a **personal response to these**. These sources must have been originally produced in German.
- The examination should not exceed 18 minutes in total, starting from the candidate's first utterance in response to the first set question. The timing of section 1 is recommended to be 6-7 minutes. The overall length of the examination was generally well-observed in this session.

Task 1 - detail

The stimulus cards proved effective in stimulating discussion and candidates accessed Task 1 at a level appropriate to their ability. There was some confusion amongst Teacher-Examiners about which themes and sub-themes to ask questions about this year.

By way of example, if stimulus card 1 had been selected, the candidate would have 5 minutes to prepare the following on the sub-theme *Natur und Umwelt*:

STIMULUS GN 1

Task 1

Thema: Gesellschaftliche Entwicklung in Deutschland

Natur und Umwelt

Wählen Sie **EINE** der folgenden Behauptungen (A oder B) und bereiten Sie Ihre Ideen zu diesem Thema für eine Diskussion vor.

A Behauptungen deutscher Firmen über ihre nachhaltigen Initiativen sind oft falsch.

Gehen Sie auf Folgendes ein:

- *Ihre Meinung zu dieser Aussage über die Nachhaltigkeit deutscher Firmen.*
- *Nachhaltigkeit im deutschen Alltag.*

B Erneuerbare Energiequellen sind nicht so perfekt wie die meisten Deutschen meinen.

Gehen Sie auf Folgendes ein:

- Die Richtigkeit dieser Behauptung über erneuerbare Energie in Deutschland.
- Die wirtschaftlichen Vorteile von erneuerbarer Energie für Deutschland.

If the candidate selected statement A, the following compulsory questions would be asked:

1. Inwiefern stimmen Sie mit dieser Aussage über die Nachhaltigkeit deutscher Firmen überein?
2. Welche Rolle spielt Nachhaltigkeit im alltäglichen Leben in der Bundesrepublik?

After that discussion and one or two follow-up questions (see examples on page 3 of the Teacher-Examiner booklet) on the same topic, the Teacher-Examiner would then move on to ask questions about **another sub-theme of the overall theme** i.e. in this case, **Bildung** or **Die Welt der Arbeit**.

The answers given to the two prescribed questions in Task 1 inform the overall mark for AO4 for Task 1 and are considered along with any subsequent knowledge and understanding offered by the candidate in the discussion which follows.

There are no discrete marks awarded for these two questions (example answers can be found in the Indicative Content in the Mark Scheme). Therefore, there is little to gain from talking at great length in response to the two compulsory questions, so the Teacher-Examiner is encouraged to skilfully find ways to allow the candidates to excel by moving on if the candidate is struggling with the first two questions. Examiners are also looking to credit knowledge and understanding of the sub-theme, demonstrated in answer to the follow-up questions, which the Teacher-Examiner is free to devise, as well as knowledge and understanding of a different sub-theme from the same overall theme in Task 1, Part 2. The Teacher-Examiner is free to choose which of the two remaining sub-themes and to devise their own questions here.

Candidates and teachers should be aware how the **sub-themes are grouped on pages 8-9 of the specification**, so that they understand the implications of their chosen stimulus card for the ensuing discussion in Task 1, Part 2.

Some candidates were clearly not used to spontaneous questions and struggled to respond, whilst able to recite pre-learnt all-purpose answers. This not only affected their marks for AO1 (interaction – spontaneity) and AO3 (language – intonation) but also sometimes meant that a relevant answer to the question put was not given, limiting marks for AO4.

Feedback on the German A Level Speaking Examination 2024 **(see also Key Factors on page 3)**

Task 1 – Feedback on specific points relating to the stimulus cards

The first question seeks the candidate's opinion on what they have just read, the second asks for factual information about the sub-theme. This is relevant to the

candidates' preparation. In answers to both, candidates must show detailed knowledge of socio-cultural matters substantiated by well-chosen examples. They are rewarded for developing their answer by analysing these and drawing convincing conclusions by evaluating whether the statement is reflective of Germany/the German-speaking world.

In most cases, candidates had sufficient knowledge to discuss the compulsory questions. Their range of relevant vocabulary was often impressive, although some offered little by way of analysis. A recurring problem was that candidates did not refer to Germany or German-speaking countries or referred to Austria and Switzerland in themes other than Theme 2 ***Politische und künstlerische Kultur im deutschen Sprachraum.***

GN1 – Natur und Umwelt

Candidates had good knowledge of well-known initiatives in Germany such as the *Pfandsystem* and *der grüne Punkt* but little regarding sustainability efforts by German businesses.

GN2 – Bildung

Candidates articulated the pros and cons of *Sitzenbleiben* well but had few concrete examples to support their argument.

There was good knowledge of the range of school systems in Germany with many references to *das dreigliedrige System* and *Berufsausbildung*.

GN3 – Welt der Arbeit

There was good understanding of the diversity of sectors within the German economy and of which of these are currently experiencing labour shortages. Very few candidates selected Statement A on *Arbeitsregelungen*.

GN4 – Musik

Although some candidates responding to Statement A were familiar with talent shows such as *Deutschland sucht den Superstar*, few were able to articulate/analyse the criticism which such shows have engendered. There was little mention of equivalent shows from Austria or Switzerland and how they are perceived. Few candidates selected Statement B.

GN5 – Die Medien

Many candidates struggled with this card. In Statement A, some spoke generally about the pros and cons of Media, often without reference to German-speaking countries. Question 2 of Statement B was frequently interpreted by candidates as referring to *soziale Medien* exclusively which limited their possible response.

The indicative content of the Mark Scheme should be reviewed for guidance on possible answers so that candidates can explain how universal issues manifest themselves in the German-speaking world. It will benefit candidates to be familiar with e.g: the main broadcasters/viewing figures, newspapers/circulation figures, online magazines/podcasts specific to German-speaking countries.

GN6 – Die Rolle von Festen und Traditionen

On Statement A, most candidates limited their answer to talking about *Weihnachten*, which led to some repetition. On Statement B, *Weihnachten* and *Oktoberfest* were discussed at length. Candidates are encouraged to present

information about other regional or local festivals in Austria, Switzerland and Germany to enable more nuanced answers.

GN7 – Die positive Auswirkung von Immigration

On Statement A, Question 2, many candidates had standard examples of contributions made to German culture by immigrants such as Döner, Fatih Akin, Andreas Bourani, Helene Fischer, but no perceptive comment to make about them. The best answers demonstrated that candidates were up to date with the latest influences on German culture, using their own examples which they could explain the relevance of.

Statement B on the distribution of immigrants across Germany was a much less popular choice and candidates' knowledge on this was limited. However, they had good knowledge of the challenges which recent right-wing extremism has brought in Germany and its supporters' stance on high rates of immigration.

GN8 – Die Herausforderungen von Immigration und Integration

In relation to Statement A, there was some lack of awareness that *Integrationskurse* are not the same as *Sprachkurse*, but candidates understood that these courses are very expensive for the State. Not all candidates appreciated that the courses are generally free for refugees/asylum seekers, nor was the impact on communities of high immigration always well-understood. Very few candidates selected Statement B.

GN9 – Die staatliche und soziale Reaktion zur Immigration

Statement A was usually answered in fairly general terms. Although candidates recognised that to some extent, public opinion on immigration is represented by the relative success of the *AfD* in recent elections, their views might have been more nuanced – for example, in discerning a more positive public response to Ukrainian refugees.

Statement B on right-wing extremism was well-answered where candidates were able to cite and analyse specific examples.

GN10 – Die Gesellschaft in der DDR vor der Wiedervereinigung

GN11 – Ereignisse vor der Wiedervereinigung

GN12 – Deutschland seit der Wiedervereinigung

These three cards on Theme 4 were very well tackled on the whole, with many candidates displaying detailed knowledge of life in the GDR and making insightful remarks in discussing both travel restrictions, the role of the *Stasi*, the reasons for the events that brought about reunification and the challenges of levelling up East and West Germany since then. Candidates should be further encouraged to gain an understanding of the key dates and turning points, influential people and politics at that time.

More detailed feedback on candidate performance on Task 1 under each Assessment Objective is provided below.

Task 2 – Feedback on specific points regarding the Independent Research Project

Candidates are free to choose the topic of their Individual Research Project, which forms the basis of Task 2. There were countless excellent ideas for topics. Many candidates had given their project and research a great deal of thought and spoke passionately about their findings.

Candidates are in touch with the key issues, and as a result, the popularity of certain issues moves with the times. This year, football and gender-related themes were prevalent and there was also interest in topics relating to energy supply and immigration. The *AfD*, historical and biographical topics remained popular choices. Some interesting titles were:

Inwiefern hat die geschlechtergerechte Sprache einen Platz in der deutschen Sprache?

War der Atomausstieg eine gute Idee?

Filmsynchronisation in Deutschland: Segen oder Fluch?

Are racoons a problem in Germany?

Should Goethe be compulsory in schools?

Some titles were limited to the title of a sub-theme of the syllabus. This did not generally allow candidates to show deep knowledge and understanding of a specific area of research.

Please feel free to make use of our "Ask the Expert" service in the planning stages of the IRP, for help and guidance on the choice of suitable topics.

More detailed feedback on candidate performance on Task 2 under each Assessment Objective is provided below. Task 2, Part 1 (presentation) has its own specific assessment objective AO2.

Application of the Mark Grids to each Assessment Objective

Task 1 and Task 2, Part 2 assess AO1 (interaction), AO3 (accuracy and range of language) and AO4 (knowledge and understanding of German society and culture and, for Theme 2, of the German-speaking world). These three mark grids were applied in the same way in both tasks.

Task 2, Part 1 (presentation) has its own specific mark grid: AO2.

Below is a summary of how candidates' performances were placed into the mark bands in this session.

AO1 – Interaction

Task 1 (6 marks) and Task 2, Part 2 (6 marks)

The interaction between the candidate and the Teacher-Examiner is assessed in both parts of the examination.

A mark of 0 was awarded in cases when there was a complete lack of spontaneity, but this was very rare.

1-2 marks were awarded for candidates who were heavily dependent on prompting by the Teacher-Examiner. Such candidates may have been unable to complete the points that they were trying to make or responded with pre-learnt answers.

3-4 marks were awarded to candidates who demonstrated some spontaneity. The development of the discussion and the introduction of new ideas, examples and opinions was likely to be elicited by the Teacher-Examiner, rather than offered by the candidate, when a mark in this band was awarded. A mark of 3 may indicate a lack of spontaneity at times, or the occasional need for encouragement to develop the answer with questions from the Teacher-Examiner such as: "*zum Beispiel?*", "*und warum ist das wichtig?*"

Candidates were awarded marks in the 5-6 band if their responses demonstrated spontaneity whilst also leading the discussion by adding examples, opinions and justifications or introducing contrasting points of view, without needing to be prompted. As part of a natural discussion, the Teacher-Examiner may seek further information, but the development of the discussion will not be dependent on this. In this mark band, it is likely that fewer aspects of the sub-theme will be discussed, but in greater depth, with the candidate dominating the discussion.

Questions being asked by the candidate is one aspect of interaction likely to be evident in all performances, regardless of the marks awarded. However, it does not automatically place the performance in any one of the three mark bands.

In the 0-2 mark range, questions may have been asked as part of an entirely unspontaneous performance or because the candidate was unable to respond in any other way.

In the 3-4 mark range, the candidate may have asked questions at unnatural times. The candidate may have interrupted their own development, as they prioritised asking a question over giving a more developed answer. If the

Teacher-Examiner then have changed the subject after responding to the candidate, this may have curtailed the development of the discussion. In both this and the lower band, it was also often clear that the candidates felt uncomfortable with question formation and it sounded somewhat 'staged'.

At the 5-6 mark range, candidates only asked questions naturally and as necessary to clarify what the Teacher-Examiner had said, for example. They were confident in seeking clarification. They did not seek the opinion or agreement of the Teacher-Examiner until after they had given a full and detailed answer of their own.

Candidates are more likely to raise performance under AO1 by practising ways to develop arguments, rather than asking pre-rehearsed questions. **Initiating communication** is what is rewarded, and asking a question is only one, very straightforward way of evidencing this.

How Teacher-Examiners can support candidates in AO1:

- Encourage candidates to take the initiative to develop points, using strategies such as 'point, evidence, evaluation' strategy.
- Encourage candidates to seek clarification, if needed, **before** answering.
- Practise phrases which allow the candidate time to change their mind or re-articulate their ideas.
- Ask follow-up questions on what the candidate has actually said, encouraging them to develop their thoughts, before changing the focus of the discussion.
- Explain to candidates that asking a question does not automatically raise their mark, especially if it sounds rehearsed.

AO2 – Responding to Written German in Speech

Task 2 part 1 only – Presentation of an Independent Research Project (12 marks)

This mark grid assesses the candidate's ability to give a spoken response to **written** German.

If only one source was summarised before this time limit, the information on the second source was disregarded. At least two written sources must be summarised to be awarded a mark of 3 or higher, and a balance between sources is required to be awarded a mark higher than 6.

Marks cannot be awarded to candidates who do not present evidence that they are responding to **written German** e.g. a presentation which is a general introduction to the topic chosen, not mentioning any of the sources. Candidates who speak only about sources not written in German or about a topic unrelated to German-speaking countries also cannot be awarded marks for AO2. A significant number of centres/candidates this year were evidently unaware of the requirements of Task 2, Part 1. We have therefore included a transcript of a sample presentation in this year's mark scheme to illustrate a possible structure and provided practical tips in relation to the IRP and RP3 form below.

1-3 marks were awarded to candidates who mentioned written sources but did not clearly summarise the author's points e.g. a passing reference to sources, followed by some general background information. Candidates who referred to one source only were awarded a mark in this band.

4-6 marks requires that the candidate refer to at least two written sources. The summary may have focussed primarily on one source. Or, it may have been balanced evenly across two appropriate sources, but there may have been a lack of personal response to the sources or the **author's** ideas. Summaries which were unclear to the point that it was difficult to distinguish which information came from which source may have been awarded a mark in this band.

7-8 marks were awarded to presentations which mentioned two appropriate sources, summarising the points they make clearly. In this session, many candidates successfully summarised the source articles well, but did not offer a personal response or justification relating to those source articles.

The remaining marks up to 12 were awarded to presentations that gave an effective summary of two appropriate sources, in which the originating source was always clear to the Examiner, together with personal responses to both sources and justification of these personal responses. There were some impressive analyses of which written source was more convincing and why.

Many candidates are awarded full marks for AO2. Examiners noted that candidates of all abilities were able to access full marks for this assessment objective; quality of language is not assessed in Task 2, Part 1 and appropriate, understandable presentations which meet the criteria above will be awarded.

How Teacher-Examiners can support candidates in AO2:

- Explain clearly what needs to be covered in the presentation: at least **two sources written in German** must be referred to, **points from each clearly presented, a personal response to** each or both **source(s)** with a **justification** of that response . General points about the topic cannot be credited.
- Practise the summary presentation task as frequently as possible throughout the course with other topics. For example, if the topic of *Bildung* has recently been covered in class, ask the candidates to take two of the texts used and create a presentation based on those. **You must not practise using the written sources which the candidate wishes to use in the examination.**
- Encourage candidates to be sensible about the length of their written sources and summaries to comply with the time constraints. They should be able to expand on these during the discussion and it is helpful to refer to further sources at that point.

AO3 – Accuracy and Range of Language **Task 1 (12 marks) and Task 2, Part 2 (12 marks)**

The mark grid used to assess the quality of language covers four main features:

- Accuracy – conjugation, agreements, word order, tense formation
- Range – lexis appropriate to the topic of discussion including use of idiom and grammatical structures, as listed in Appendix 3 at page 50 of the specification (this includes complex tenses, variety of mood and voice)
- Pronunciation
- Intonation

Examiners consider all these points in the context of the primary goal of effective transmission of ideas. When the candidate's performance falls into different marks bands for each of the characteristics, they arrive at a best fit mark. For example, if the accuracy and range are worthy of the top mark band, but the pronunciation is weaker, the mark may be awarded at the bottom end of the top band, or the top of the band below.

A candidate who attempts to use a wide range of lexis and structures, with good pronunciation and intonation, but who also makes mistakes with adjective endings and word order, may be awarded a similar mark to an accurate candidate, who operates within a more limited range of structures and lexis, even though the two performances may sound very different. Non-native speakers must have access to the full marks available here, and Examiners are standardised with this fundamental principle in mind.

Candidates awarded a mark of 1-3 are likely to have been frequently unable to express ideas, due to limited range of lexis and structures at their disposal. Due to accuracy, pronunciation or intonation difficulties, the Examiner may not readily understand many of their ideas.

Candidates awarded marks in the 4-6 band are unlikely to have impeded communication, but there will have been occasions when communication broke down.

In the 7-9 band, the candidates will have used topic-specific lexis and will have been usually able to make themselves understood. Pronunciation and intonation will not be a barrier to communication in this band.

It is likely that there will be some errors in the performances of candidates in the 10-12 band, but they will not have hindered communication. Examples of such errors are incorrect genders, case endings, lapses in prepositions. Candidates will have nonetheless demonstrated use of appropriate lexis across a range of topics and made a clear attempt to avoid mother-tongue interference in pronunciation and intonation.

The full range of mark bands was used in assessing the candidates in this session. The requirement to show knowledge and understanding of the German-speaking world encouraged many candidates to utilise a broad vocabulary. Examiners frequently credited passives (although many seemed pre-learnt), relative clauses, conditional perfects, subjunctive II, varied discourse markers and idiom. The imperfect and subjunctive I were also credited but were heard rarely.

How Teacher-Examiners can support candidates in A03:

- Encourage candidates to gather a range of topic-specific vocabulary for each aspect of each sub-theme, and to use synonyms to avoid repetition.
- Explore ways to make basic opinions more linguistically sophisticated, e.g: "it is good", becomes "it is positive", better still "it is extremely positive", even better still "It is an extremely positive development", or even "It is viewed as an extremely positive development by many Germans." The idea is the same, but the linguistic range is instantly lifted.
- Ensure that candidates get the basics right: subject/verb agreement should be secure at this level and the substitution of English words should be avoided where possible.

AO4 – Knowledge and Understanding of German and for Theme 2, German-speaking) Culture and Society
Task 1 (12 marks) and Task 2, Part 2 (12 marks)

The AO4 mark grid assesses:

- Relevance to the German-speaking world **and to the questions asked.**
- The ability to support an idea with examples.
- The ability to analyse the evidence presented and justify conclusions.

The best fit mark is awarded. A list of facts about the German-speaking world will be considered as examples, but if they are not relevant, or not used to draw a conclusion, this list alone will not achieve the highest band of the mark grid. Similarly, opinions and conclusions about the German-speaking world will not satisfy the full criteria unless supported by relevant examples.

In this session, Examiners awarded the full range of marks in this grid.

A mark awarded in the 1-3 band indicates a performance that made limited reference to specific examples, relying on general description – for example, an opinion limited to positives and negatives, such as ‘technology has many advantages for international communication but social media may be dangerous because young people can become addicted to it’. This is a general statement not focussed on German-speaking society.

In the 4-6 band, there was evidence of some specific examples from the German-speaking world which were relevant to the topics being discussed. However, sometimes irrelevant facts will have been given, or there will have been assertions that were unsubstantiated. For example, the candidate may have explained that the German economy is strong and that Germans are renowned in the car industry, but this was not substantiated.

A performance in the 7-9 band will have used examples which were consistently rooted in German (-speaking) society and culture and provided some analysis of the significance of this information, demonstrating deeper knowledge, and may have gone beyond the standard, well-known response. For example, a description of the different waves of immigration to Germany with relevant personal reactions. In Task 2, Part 2, a mark in this band was often awarded for candidates who demonstrated excellent factual knowledge of their chosen topic but did not provide much evidence of evaluation or analysis.

A mark in the 10-12 band was awarded where candidates frequently demonstrated an ability to provide perceptive insights. For example, ‘immigration to Germany over decades for both economic and humanitarian reasons has contributed to a *Willkommenskultur*’, together with an explanation of what this is and why it is important. This assertion may be accompanied by up to date examples of the social challenges that high immigration levels have given rise to e.g. in relation to housing. These challenges can then be weighed against the benefits of immigration, given the ageing workforce in Germany to offer a conclusion based on the balance of evidence provided by the candidate.

How Teacher-Examiners can support candidates in AO4:

In Task 1 and Task 2, Part 2:

- Encourage candidates to gather up-to date facts and examples from German language media, which demonstrate current thinking on the topics in the specification.
- Encourage candidates to take the initiative to develop points, using strategies such as '**point, evidence, evaluation**' approach, to ensure that they maintain a balance between factual and analytical ideas.
- Make use of the indicative content provided on the Edexcel website for the Speaking Paper. This is not a "mark scheme" or a "correct answer" but provides a wealth of versatile examples.
- Teacher-Examiners **must** make a concerted effort to ask questions which lead the candidate to focus their answer on the relevant geographical area in both Tasks.

In Task 2:

- Encourage candidates to formulate their IRP title as a question or statement of opinion to focus on the analytical aspect of AO4. For example: ', *Rassismus gegen Schwarze in Österreich ist ein Problem*' or ', *Inwiefern haben NS-Wissenschaftler die Entwicklung der Raumfahrt im Kalten Krieg beeinflusst?*'
- When conducting the examination, use the key findings to structure the discussion. Ask more than one question per finding to invite the candidate to expand on their research and probe for reasons and analysis, giving the candidate the opportunity to demonstrate spontaneity. Only move on to another key finding when the candidate appears to have no more to add. Teacher-Examiners must ensure that they focus their questions for Task 2, Part 2 on the key findings which the candidate has written on **the RP3 form** (see further below 'practical matters' regarding the RP3 form and refer to the current GCE Modern Foreign Languages Conducting Speaking assessment Administrative Support Guide) at the same time as exploring associated areas so that the task does not become a 'cue and response' exercise with candidates producing only rehearsed material.

Important Practical Reminders for Teacher-Examiners on the Conduct and Administration of the A Level German Speaking Examination

A well-conducted examination can ensure the best experience for candidates. The hard work that goes into preparing candidates for examinations is also appreciated and Examiners seek to reward this whenever possible.

Please take the time to read the important reminders below.

Before the examination:

- **RP3 forms** must be prepared in accordance with the specification. Care should be taken to ensure that at least two written sources in German are properly referenced on the RP3 form (so that the Examiner can access them if necessary) and that the 6-10 findings are **brief findings in bullet-point form**. These should not be facts, but rather, ideas or mini-conclusions from the candidate's research. For example, beginning bullet points with phrases such as "*The role of*

... was ...", "The importance of...was ...", "The pros and cons of...", "The meaning of...is...", "The reasons for... are ...", "The different reactions to..."

The key findings should **not** be written as questions which the candidate wishes to be asked, nor as a lengthy script, nor as a single word such as 'Klimawandel'; none of these comply with the specification and they do not support the candidate to perform optimally. If candidates type this form, they must not extend the key findings boxes to fit in more information.

- Centres who are new to the specification or who do not regularly enter multiple candidates are encouraged to **re-read the specification and the GCE Modern Foreign Languages Conducting Speaking Assessment Administrative Support Guide** to ensure that their candidates have the best chance of success. Several centres were not sufficiently familiar with the requirements in this session.
- The Speaking examination should be timed around the routines of the centre e.g: avoiding lesson changeover / bell-ringing time. The venue should be as quiet as possible with telephones unplugged in advance for the benefit of candidates.

During the examination:

- The recording device should be placed near to the candidate rather than the examiner for optimal sound quality.
- The Teacher-Examiner should interact naturally with the candidate but briefly, leaving the maximum time available for the candidate.
- In Task 1, Part 2, Teacher-Examiners must remember to move on to a different sub-theme of the overall them as explained in the Teacher-Examiner booklet and on page 21 of the specification.
- The Teacher-Examiner must time Task 2, Part 1 and interrupt the candidate at 2 minutes but not during the presentation.

After the examination:

- **Signed and properly completed RP3 forms must be uploaded** in LWT together with audio files and **signed CS4 forms**. Paper 3 Examiners greatly appreciate the efforts of centres in making the exams run smoothly to allow their candidates to reach their full potential. They and Pearson staff would appreciate not having to chase centres for these as it delays marking.

We look forward to working with current Edexcel centres in the future and to welcoming new centres to the Edexcel A Level in German.