



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel GCSE
In German (1GN0) Paper 2F: Speaking

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Introduction

The speaking examination for Foundation level consists of three parts:

- 1) a role play with 5 prompts and a maximum of 10 marks
- 2) a picture-based task again with five prompts and a maximum of 24 marks
- 3) a conversation of two topic areas and a maximum of 36 marks.

The overall mark is 70.

There are 10 Foundation role plays and 10 Foundation picture-based cards. There is also a Sequencing grid which centres should follow when deciding which candidate receives which role play and which picture-based card. Candidates are allowed to nominate their first topic of the conversation and must inform their teacher of this two weeks prior to the examination.

Candidates have 12 minutes combined preparation time for the role play and picture-based card.

In the Foundation role play, the third prompt is an unknown question marked with '!' on the card. The last prompt requires the candidate to ask a question. The first task for each picture-based card is a description of the photo, the third task requires a response with a past time frame and the fourth task requires a future time frame.

For Foundation role plays and picture-based tasks, teachers are not allowed to rephrase questions. They are allowed to repeat the question three times in both scenarios and, in the picture-based tasks, to add 'Warum (nicht)?' or 'Noch etwas?'. If candidates give an initial incorrect response and teachers ask the question again, any correct response from candidates will not be given credit.

The role plays and picture-based cards have no time limit, but the conversations should last between 3.5-4.5 minutes for Foundation. The two conversation topics should have been given equal time. Candidates are allowed to present their first topic for one minute. Any response started after 4.5 min will not be given credit. If the first conversation is a monologue without questions and answers, the mark for Interaction and Spontaneity is capped at 6.

Foundation Role Plays

The fact that teachers cannot change the role play or photocard questions ensures clarity and fairness between centres. The most successful candidates responded with short, concise replies which conveyed all aspects of the prompt. They had obviously understood that this was a short part of the test and was worth 10 out of 70 marks, so short, concise answers were needed.

It is important for the teachers to set the scene for the role play and to include the preamble, and female teachers should use the female versions of the nouns, e.g. Verkäuferin.

There were no issues on candidates not being able to access the role plays, although some prompts on different role plays proved more of a challenge than others. This year, the role plays were carried out successfully in many centres, with most teachers reading their scripts carefully, without changing anything. Some candidates developed their responses, which is not required for this task. The sports and school role plays were particularly well carried out at Foundation level. The work and ambitions topics

were less well dealt with overall. Asking questions proved to be challenging for many foundation candidates.

Current series			
Qu./Item	Specification Topic	Assessment Objective	Feature – with reasons
FR1	What school is like	AO2	Prompt 2 – candidates often answered ‘was’ instead of ‘wo’
FR2	Travel and tourist transactions	AO2	Prompt 3 – few candidates could say where they wanted to sit in the restaurant Prompt 5 – some candidates unsure about ‘zahlen’
FR3	Cultural life	AO2	No particular issues.
FR4	Town, region and country	AO2	Prompt 3 – ‘Wo wohnen Sie hier in Frankfurt?’ proved difficult for a number of candidates.
FR5	Work	AO2	No particular issues.
FR6	School Activities	AO2	No particular issues.
FR7	Daily life	AO2	No particular issues.
FR8	Town, region and country	AO2	No particular issues.
FR9	Ambitions	AO2	Prompt 4 – ‘Geben Sie mir bitte Ihre Kontaktdetails?’ proved difficult for some candidates
FR10	Cultural life	AO2	No particular issues.

Foundation Picture-based Task

The most successful candidates were able to give a good description of the picture in this task. However, some candidates only provided a sentence or two when describing the picture and did not give fully developed answers for the other prompts either. Contrary to the role plays, where one sentence is sufficient to achieve the maximum two marks, the picture-based tasks require the most successful candidates to provide fuller answers in order to access the higher mark bands. A good guide is about five sentences for describing the picture and three sentences for each of the other prompts. Candidates should take the lead here and not wait for teachers to ask ‘Warum?’ or ‘Noch etwas?’. In some cases, teachers used the *noch etwas* to push for more information where it was clear that candidates had completed good answers, and this led them to add poorly constructed sentences, which sometimes contradicted what had gone before.

When describing a photo, some candidates gave personal opinions about school subjects, etc, which was irrelevant to the content of the photo. We are looking for a detailed description of the photo itself, which many candidates were able to provide. In the picture description, candidates are often not familiar with the plurals of “Mann”, “Frau”, “Junge” and “Mädchen”. The correct pronunciation and gender of the latter and correct plural verbs would also improve their marks for linguistic knowledge and understanding. Correct pronunciation of “Bäume”, “Gebäude” and “neu” would also be useful here and in the conversation. Many candidates use correct phrases when describing the picture: ‘Auf dem Photo sieht man/gibt es ...’ or ‘Im Vordergrund/ im

Hintergrund sieht man/gibt es ...' These make it much easier to follow what the candidate wants to say regarding the pictures. There is however also widespread use of 'der ist...'.

FP1	Work	AO2	No particular issues.
FP2	What school is like	AO2	No particular issues.
FP3	Daily life	AO2	No particular issues.
FP4	Holidays	AO2	No particular issues.
FP5	Environmental issues	AO2	No particular issues.
FP6	Cultural life	AO2	No particular issues.
FP7	School activities	AO2	No particular issues.
FP8	Bringing the world together	AO2	No particular issues.
FP9	Town, region & country	AO2	No particular issues.
FP10	Work	AO2	No particular issues.

The main problem for candidates at Foundation level is the clear expression of different time frames for prompts 3 and 4. Candidates below grade 4 are often unable to give a clear indication of whether they have done something in the past, are going to do it in the future, or whether it is happening now.

Foundation Conversation

Fewer candidates than in the past started their conversation with a prepared presentation. Candidates, at times, rushed their presentation, which made it more difficult to understand and it seemed not to be part of a natural conversation. They tried to put too much information into the presentation when it might have been better to keep some of this material back in order to answer questions by teachers more fully. Candidates should also be aware that they are required to answer naturally rather than reel off prepared answers in order to access the higher marks for Interaction and Spontaneity.

The presentation element in a number of tests exceeded the maximum length of one minute, which is not in the spirit of the conversation part of the examination. The presentation is only meant to serve as a springboard for the ensuing conversation. During the conversation, examiners are looking for an element of genuine spontaneity. Candidates are advised to go beyond a minimum answer and freely include opinions and justifications to their responses.

In this series there have, however, been quite a number of centres who started with questions straightaway, which often served their students better.

The level of questioning by the teacher should be appropriate to the needs of the candidate. Some weaker candidates were asked very difficult questions, to which they could not respond coherently and, had they had an easier line of questioning, they may have been more able to meet the criteria in the higher bands within the mark scheme. Many teachers were skilled in getting the best out of their students and built up a line of questioning which was logical, allowed for some spontaneity and enabled candidates to build good responses. Teachers gave their students plenty of opportunities to develop their responses and asked questions which required responses using different tenses.

Administrative Matters:

Most schools dealt with the administration of the specification well, although there were still some incorrect CS2 forms or CS2 forms in a PDF format used by a few centres. This makes adding marks to the forms very difficult. All centres need to upload the CS2 documents in **Word**. Recordings were of variable quality and, at times, it was difficult to hear the candidate as the microphone seemed too far away from them. Teachers must ensure that candidates can be heard loud and clear in order for examiners to come up with a fair mark. Background noise was also a problem with some centres.

Examinations should take place in a quiet location, without background noise from other classes or during break times. It can be difficult for examiners to hear the recording and it is also very distracting for candidates if they have to deal with a lot of noise during their examination.

Timings:

The role plays and picture-based tasks do not have stipulated time limits, and many centres carried them out efficiently, allowing candidates to give full answers and, henceforth they received fair marks for their efforts. Candidates who have given a wrong answer to a role play or picture-based task prompt must not be asked the question again. They will not score any points for repeated questions after initially getting it wrong. The length of the conversation was quite often too long, as a considerable number went beyond the prescribed 4.5 min at Foundation. As any answer started after 4.5 min is discounted, candidates were not always able to access the highest marks if relevant questions were not asked within 4.5 min (e.g. questions eliciting opinions and different time frames). An equal amount of time to both parts of the conversation was not always evident and, often, the first part took up most of the conversation (sometimes because the presentation was far too long). This has consequences for the awarding of marks for Interaction and Spontaneity. If the presentation is too long and not many genuine questions can be asked, candidates will not be rewarded for it.

Do's and Don'ts for Candidates

Based on their performance this year candidates should:

- Make sure that they are familiar with the vocabulary on prompts for the **role plays** (e.g. Grund, Meinung, Beispiel, was für).
- Look at what the prompts in **role plays** require them to do.
- Keep **role plays** short. One sentence answers are enough.
- Practise asking questions in **role plays**.
- Listen carefully to the question the teacher asks in the third prompt of the **role play** marked with 'I'
- Give a full description of the picture of the **picture-based task**. At least three good sentences, five to seven are better. (Describe people, activities, weather, give opinions)
- Remember: the third prompt of the **picture-based task** requires an answer in a past time frame, the fourth prompt requires an answer in a future time frame.
- Keep their presentation in the **conversation** to a maximum of one minute. Try not to rush it.

- Try and take the initiative in the **conversation** by giving opinions and adding extra information without being explicitly asked by the teacher.
- Ask for a repeat of the teacher's question in **German**.

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