



Examiners' Report
Principal Examiner's Feedback

January 2022

Pearson Edexcel International A level
In German (WGN03) paper 1
Understanding and Spoken Response

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Format of the Test

There are two sections.

Section A includes an optional introduction of the chosen topic lasting up to one minute followed by a debate on the chosen issue in which the interviewer and candidate maintain opposing standpoints.

Section A should last for a maximum of 5 minutes in total.

Section B is a discussion of at least two further unpredictable issues taken from the General Topic Areas (GTAs) given in the specification and should last for between 6 and 8 minutes.

The test should conclude within 11-13 minutes, but section A must finish at 5 minutes.

Assessment Principles

This unit assesses communication in spoken language and critical analysis. It also covers understanding, which is in essence, a test of listening skills.

It is marked positively out of 40, by Edexcel examiners.

Spontaneity and development is marked out of 20 and assesses performance in relation to spontaneity, discourse and development during both sections of the test.

Quality of language is assessed out of 10 marks with 5 marks available for Accuracy and 5 marks for Range of lexis. Pronunciation, intonation, the structures employed, lexis and grammatical accuracy are all taken into consideration when awarding these marks.

Reading and research accounts for up to 5 marks and assesses evidence of the candidate having read German texts and sources in preparation for the debate.

Candidates should refer to at least two such sources, giving the names of the sources. These marks are awarded purely for Section A.

Critical analysis is awarded up to 5 marks. Here, examiners assess how well the candidate is able to link ideas and whether he/she gives a full evaluation of the key issues.

Centres should be aware that Pearson Edexcel publish the guidance to examiners on the website. This explains and defines the standards for spontaneity, discourse, development and other key assessment principles.

Candidates' Performances

Section A

This part of the assessment is intended to be a debate, rather than just a discussion or presentation. The teacher/examiner must take the opposing view to that of the candidate and he/she should seek to challenge what the candidate says. This will enable the candidate to use the language of debate, as required by the specification. The purpose of Section A is not simply for the candidate to show all they know about the topic, as would be the case with a presentation. In the January session there was a disappointing number of assessments where this part of the examination was conducted as a presentation.

When selecting the issue for debate centres should guide candidates towards topics for which there are plentiful written German sources available. It is essential that candidates refer to at least two such sources by name as evidence of Reading and research. **Personal opinions are not sufficient for candidates to access the higher bands of the Reading and research mark grid.** Care should be taken that the issue is challenging enough for this level. For example, "I am in favour of living in the countryside" could, if approached with enough rigour, be a suitable issue, but it is not suitable if the candidate restricts herself to points which would have been covered at GCSE level and does not reference any sources.

When the candidate initially outlines his/her stance there is no need for it to be more than one or two sentences and it should not extend beyond the one minute allowed. Many candidates still tend to deliver pre-learned material at length when outlining their stance and provide detail which could have been used in the actual debate.

A close eye needs to be kept on the timing of this section of the examination as it should not exceed five minutes, starting from when the candidate begins to outline his/her stance on the chosen issue. If Section A is longer than five minutes, it erodes the time available for the discussion of the unpredictable topics in Section B which might impact on the marks awarded. Many of the assessments conducted in the January session spent too long on Section A.

Successful issues selected in this session were:

- Against animal experiments
- Against compulsory Covid vaccinations
- For surrogate pregnancy
- For home schooling

Less successful issues were ones where either there were no/few written sources available, or ones which did not lend themselves well to debate, such as:

Against food waste in supermarkets (It's very difficult to be in favour of this)

Parents should have to pass a test before having children (Lack of sources)

Pupils should be able to grade their teachers (Lack of sources)

Centres are reminded that personal opinions and anecdotal evidence cannot be considered evidence of Reading and research.

In Section A it is essential that candidates provide evidence of having read German texts in order to prepare for the debate. They may, in addition, mention audio visual sources, or provide statistics, but the Reading and research marks refer to AO2 (Understand and respond to written language) and so there must be evidence that a candidate has done this. **Candidates should mention the text/s they have read by name.**

Section B

Most centres chose suitable follow-on topics for Section B, which allowed for a wide range of questions, an opportunity for sophisticated development, such as the use of abstract concepts and also a wide range of lexis and structures.

However, some centres again chose topics which were more suited to AS level. When selecting the unpredictable topics for discussion in Section B centres need to ensure that the topics and questions are challenging enough for A2 level. The topics from the AS specification are, of course, suitable for use in this examination, however, there needs to be evidence of progression from AS. Reproducing AS Level work leads to a poor outcome. A2 requires students to show an ability to handle abstract concepts. If a teacher/examiner asks questions in this examination that were asked in an AS Level examination, then the evidence of progression will be limited.

At least two unpredictable areas should be discussed in Section B. In the case of some candidates the teacher/examiner unfortunately did not progress the discussion on to other areas and remained with aspects of the initial issue throughout the entire assessment. In line with the marking principles, this has an impact on the marks which can be awarded for Spontaneity and development and for Critical analysis. The same applies if only one unpredictable area is discussed in Section B. Having said that, it is perfectly acceptable for only two unpredictable areas to be discussed. It is better to discuss two topics and in depth, than a number of areas which are covered superficially.

Personal questions should be avoided as they are not challenging enough and if a candidate attempts to draw on personal experience to illustrate a point, he/she should be steered towards making more general points.

Teacher/examiners must select topics for discussion which are taken from the list of General Topics Areas (GTA) given in the specification.

Centres have been choosing to discuss the impact of Covid with candidates. This is acceptable when a candidate talks about the wider social implications of the infection, as this would come under the topic area Society in the German-Speaking World, however if a candidate only discusses the impact of Covid on him/her personally it is not challenging enough.

The IA2 General Topic Areas are Technology in the German-speaking world, Society in the German-speaking world and Ethics in the German-speaking world. If candidates are asked questions on these IA2 specific General Topic Areas which do not place the issues in the context of the German-speaking world, these candidates will be unable to access the full range of marks for Critical analysis. It is not sufficient for the teacher/examiner to refer to the German-speaking world in the question, if it is never mentioned again in the ensuing discussion. The candidate should make reference to the German-speaking world in his/her response. Examples might be “Also, hier bei uns in der Schweiz...” or “In Deutschland ist es der Fall, das...”.

Spontaneity and development

Spontaneity

Unfortunately, lack of spontaneity was an issue with several assessments. Whilst some candidates may want to prepare by learning material off by heart, this leads to a very poor outcome due to spontaneity being a key feature of the assessment. A question-and-answer approach does not work well here. Instead, teacher/examiners should respond to what the candidate says, thus providing candidates with an opportunity to move away from prepared material. Questions such as “Wieso?”, “Wie meinen Sie das?” or “Können Sie ein Beispiel dafür geben?” encourage a spontaneous discussion. To access a mark of 11 or above candidates must demonstrate many examples of spontaneous responses to questions. ‘Many’ implies that spontaneity is a clear characteristic of the test.

Discourse

Discourse is also assessed as part of Spontaneity and development. Examiners seek evidence that both the candidate and examiner are interacting with each other, beyond a simple “one question per issue” format. When this approach was taken, it was difficult to find evidence that the discourse element of the grid had been addressed, and so marks were unlikely to be in the highest band.

Fluent discourse refers to a natural conversation within the context of an assessment. Discourse describes the exchange of opinion and information on an issue between the candidate and teacher/examiner. This means that each participant addresses the points made by the other. The teacher/examiner might, for example ask, "Why do you say that?", "What evidence is there to support that?", "I agree with you to some extent, but...".

Development

Development pre-supposes that the candidate has fully understood the question, and is then able to produce a detailed response, giving more than a single sentence reply, expanding on an idea and point of view. The ability to present two opposing points of view and the reasons for these, along with an evaluation would demonstrate excellent development.

Quality of Language (Range of lexis)

Examiners look for evidence of topic specific lexis as well as comparing what they hear to the specified list of grammatical structures. Progression from GCSE and AS level is required here; therefore, the most successful performances would feature active use of a wide range of these elements.

Quality of Language (Accuracy)

This accounts for 5 of the 40 possible marks. A mark of 5 does not constitute faultless language. Native speakers will often, but not necessarily, score 5 marks. Non-native speakers must have access to the full marks available here, and the examiners are standardised with this fundamental principal in mind. It should be noted, that 5 out of 40 marks is a relatively small proportion. This will explain why many grammatically perfect performances do not achieve full marks overall, as they must also satisfy the criteria in other mark grids.

Reading and Research

5 marks are allocated for evidence of Reading and Research. This applies purely to Section A where candidates must cite written German sources as evidence of their reading and research.

Critical Analysis

Evidence of an ability to respond using beliefs, morals and political views beyond the realm of the more concrete topics which form the basis of AS and GCSE work is required at this level. Candidates should attempt to link ideas and to show an ability to evaluate, rather than simply providing facts. They should, where possible, provide evidence for their views and demonstrate an ability to see both sides of an argument. The most successful candidates provided frequent examples of the ability to do this.

Advice for Future Examination Sessions

For Section A candidates must select an issue which can be debated, and not only discussed. The candidate should take a definite stance and the teacher/examiner the opposing one. Issues which cannot be debated will have an adverse effect on the

marks awarded for Spontaneity and development and Critical analysis. Centres are reminded that this is a debate not a presentation.

For Section A candidates must provide evidence of having read written German source materials. They should mention target language newspaper/magazine articles and/or other written materials preferably by name. They should refer to a minimum of two such sources.

Section A should not exceed 5 minutes.

In Section B the issues discussed should only come from the list of General Topic Areas. **There should be a discussion of at least two topics, which are quite distinct from the issue debated in Section A.** However, two topics are quite sufficient, as this will probably lead to greater depth. The topics selected should be appropriate to A2 level and therefore challenging in their content. Candidates should be steered away from relying too much on personal experience and anecdotal evidence.

If the issue being discussed in Section B is part of the GTA Society in the German-speaking world, for example 'Equality', there must be reference to a country where German is spoken.

If the issue being discussed in Section B is part of the GTA Technology in the German-speaking world, for example 'Technological innovations', there must be reference to a country where German is spoken.

If the issue being discussed in Section B is part of the GTA Ethics in the German-speaking world, for example 'Genetic modification', there must be reference to a country where German is spoken.

The timing for the assessment overall is 11-13 minutes. It is perfectly acceptable for the assessment to be closer to 11 minutes than 13. There is no merit in assessments exceeding 13 minutes, as the examiner stops listening at the 13-minute point.

Centres are reminded that the minimum timing is 11 minutes. A fair number of assessments were only around the 10-minute mark. In fairness to all candidates, this has an impact on the marks which can be awarded.

Summary

Comments on each individual candidate's performance are available on the OR3 mark sheet which is returned to centres and centres are advised to pay close attention to these.

The examiners marking on the unit would like to thank centres for the effort they put in to ensure the assessments run smoothly for their candidates and to allow them to reach their full potential, especially in what has been another challenging year world-wide. The hard work that goes into preparing candidates for examinations is also appreciated and we seek to reward this whenever possible.

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