



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2018

**Pearson Edexcel International Advanced Subsidiary
In German (WGN01) Unit 1: Spoken Expression
and Response**

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Introduction

This is an 8–10 minute assessment in two sections that total 40 marks with 15 minutes preparation time.

In advance of the examination, the student chooses two of the four specified general topic areas (GTA) to prepare.

The GTAs are:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment.

A randomisation grid informs the teacher, which of the two chosen areas will be tested. The student is told this immediately before the preparation time begins.

Section A requires students to respond to four set questions on a stimulus related to one of the student's chosen general topic areas (GTA).

Section B requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked subtopics, moves away from the main focus of the stimulus.

Stimulus cards are provided for each area. These form the assessment for section A. Before starting the examination, the candidates have 15 minutes to prepare with the stimulus card provided. They may make notes of up to one side of A4 sheet of paper in this time, which they may refer to during the examination.

In Part A, the candidate is asked 4 questions relating to the stimulus card. These questions are mandatory and may be repeated, but for the purpose of fair assessment across all centres, they **must not be re-phrased**. The first two questions relate specifically to information in the stimulus material, the second two relate to aspects of the subtopic, upon which the stimulus text is based.

For question 1, it is expected that the student will manipulate the wording of the text in order to arrive at a complete answer to the question. A lift of information from the stimulus text will not provide sufficient information to answer the question completely. This question targets information in the first paragraph of the stimulus text. There are three possible elements to the answer to question 1 and candidates should try to include as many of these elements as they are able.

For question 2, it is expected that the candidate will find the answer in the second paragraph. It will be necessary to manipulate the language found in the stimulus text to arrive at a complete answer.

For questions 3 and 4 it is expected that the student will give answers, which are as full and as detailed as they are able, drawing on the research that they undertook on the GTA, in preparation for the examination.

The students' understanding of this stimulus specific topic area is marked out of 4. The four marks are not directly allocated as one mark per question. The statement in the mark grid, which best matches the entire performance of section A, will dictate the mark awarded.

In Part B, the teacher examiner must initiate a **discussion** about the general topic area chosen by the randomisation grid. The teacher examiner must move away from the subtopic of the stimulus card to more general discussion of the topic area and its linked subtopics. The subtopics of each area are stated in the specification. The students must attempt to show a clear understanding of the chosen topic, and use the research they completed in advance of the examination in order to do this.

The student's knowledge and understanding of the general topic area is marked out of a total of 10. The marks of 5 for Quality of Language (Accuracy), 5 for Quality of Language (Range of Lexis) and 16 for Response apply to the test as a whole.

It is important that the full test last at least eight minutes. If the test is too short, examiners follow the conventions stated in the "Unit 1 Further Marking Guidance" which is available to centres via the Edexcel website. The examiners will stop assessing tests beyond ten minutes, and will base their judgements on the performance offered up to the time limit.

Choice of GTA

The most popular combination of topic areas chosen by candidates was once again Youth Matters and Lifestyle, Health and Fitness. Therefore, these two topics were tested almost equally as often. Environment and travel and Education and employment featured generally as frequently as each other, however, both of these topics were chosen far less frequently by candidates in comparison to Youth Matters and Lifestyle, Health and Fitness.

Application on the Marking Criteria

Understanding Stimulus Specific A02

To arrive at a mark, examiners consider primarily the mark band descriptions, rather than the number of "correct" answers. A response would attain full marks if the student correctly identified all elements to questions 1 and 2, sufficiently manipulating the language in the stimulus text to directly answer the question. Manipulation of pronouns, verbs and tenses may be required, as well as summarising information in the paragraphs, in order to directly answer the question, without including

irrelevant details, or details which suggest the question and the text have not been fully understood.

The student would then also go on to provide developed, justified answers to questions 3 and 4, which considered more than one implication and used examples to illustrate answers.

Quality of Language – Accuracy

To access 3 or more marks, students need to show accuracy in basic principles, such as subject / verb agreements, tense formation and word order. At three marks, communication may be impeded at times, either due to pronunciation issues, or grammatical errors. To access full marks, communication must be clear at all times, and the student will demonstrate the ability to pronounce German well enough to be understood without undue difficulty. There may be minor errors in case agreements and complex structures, as well as the occasional major error, but these will be outweighed by a generally accurate response.

Quality of Language – Range of Lexis

To assess the performance in this area, the grammar list in the specification is considered, and examiners listen for a wide range of specified structures in order to award the higher marks. In addition to this, the GTA is important, as examiners are standardised to listen for and reward a range of **topic specific** lexis.

Spontaneity and Development

Students are assessed on the ability to communicate spontaneously in speech. Spontaneous use of language occurs when students use their knowledge of structures, lexis and the GTA and apply it appropriately in response to questions. The discussion should develop naturally, and build on the answers to previous questions. It should not be a list of pre-determined questions devised in advance of the examination. Quite frequently, the teacher examiners favoured a "One question per issue" approach, rather than a naturally developed discussion. In these instances, the marks were awarded with regard to the performance descriptors in this mark grid. Development is considered as the ability to explain, exemplify and illustrate points, and draw conclusions. Some teacher examiners skillfully aided this development, by seeking exemplification, illustration and evaluation at appropriate moments. Other candidates did this without prompting. In both cases, the natural, well substantiated development was credited by this mark grid.

Knowledge and Understanding – General Topic Area

It is expected that candidates will undertake preparatory work in their two chosen topic areas in advance of the examination. There must be evidence of knowledge and understanding, beyond what is considered general knowledge and awareness, in order to satisfy the criteria for the

highest marks in this section. Good or excellent knowledge and understanding can be demonstrated by referring to independent research that has taken place in preparation for the examination. Knowledge which is based entirely within the student's personal experiences is not sufficient to satisfy the terms "many" or a "wealth" of ideas, stated in the mark grid. Many candidates relied entirely on anecdotal or general knowledge to illustrate their ideas, and they were credited in the "some relevant ideas" band of this mark grid.

Specific Comments on Stimulus Card tasks

Youth matters Cards 1A/B

The questions were well understood by candidates and many could demonstrate at least a satisfactory understanding of the text. In question 1, the stronger candidates were able to independently summarise the situation with relation to the fashion industry, before using the examples from the text to justify this.

Youth Matters Cards 2A/B

Many candidates were able to explain the point that there was a high proportion of the population using a smart phone to access the internet, and some were able to understand the more subtle point that this overall figure was made up of an average of all the age groups, and that smartphone use is less amongst older internet users.

Lifestyle, Health and Fitness cards 1A/B

Whilst most candidates could demonstrate at least a satisfactory understanding of the text, some candidates focused on the wrong part of the text to answer question 2, by saying that tap water contains less harmful chemicals than bottled water – however, the question was targeting the reason for this.

Lifestyle, Health and Fitness cards 2A/B

Most candidates who tackled this card appeared to identify well with the topic, and were able to give good answers to question 1. The second question was also well answered, although those candidates who lifted the phrase "lassen sie sich besser direkt in Textilien integrieren," without an attempt to make it fit with the question, did not fully satisfy the examiners that the text had been completely understood.

Environment and Travel Cards 1A/B

Most candidates who attempted this card showed an understanding of the main points, and some were able to further explain that the speed limit, which makes the system work, is often the speed limit on the particular road using the system.

Environment and Travel Cards 2A/B

The very small number of candidates who attempted this task showed at least a satisfactory understanding of the text and questions. The final two questions allowed some candidates to raise interesting points. Also successful were the candidates who were able to turn around what they knew about how to be environmentally friendly at home, to suit the question. For example "Haushalte, die ihren Müll nicht trennen", as a reformulation of „man sollte den Müll trennen.“

Education and Employment cards 1A/B

Many candidates were able to explain at least some of the reasons for the success of Swiss Universities, and understood the implications of keeping the Swiss borders open to students.

Education and Employment cards 2A/B

There was generally a good understanding of the principles of "Waldschulen" and some were also able to explain the partnership between normal schools and "Waldschulen."

Summary

For subsequent series, the following points should be noted.

- Rephrasing questions for section A will render a student's response as void, as it may give an unfair advantage.
- Question 1 on the stimulus card refers to the first paragraph only and will have 3 possible elements for the answer, which must be communicated by the student in his or her own words, in order to be considered a full answer. Question 2 will relate to the second paragraph, and the student must manipulate the language from the text in order to answer the question. Questions 3 and 4 must be developed in order to be considered as complete answers.
- Pronunciation is an important aspect of the accuracy mark, and centres should encourage their students to develop their pronunciation skills, in order not to impede communication.
- Knowledge and Understanding GTA must show evidence of research into the topics chosen. General knowledge, or personal experiences alone, will not demonstrate "many" or a "wealth" of ideas, which are pre-requisites for marks of 7 or higher.
- The question words on the stimulus card are important – for example – "inwiefern" must have an answer which addresses this particular question word, and comparison question must show an ability to compare in the answer.
- Topic specific lexis and the specified grammar contents are important considerations when awarding marks for Quality of Language – Range of Lexis.
- Centres should consider the words used in this session's stimulus cards, and address any gaps in their students' knowledge.

