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**Examiners' Report**  
**Principal Examiner Feedback**

**January 2023**

**Pearson Edexcel International Advanced Level**  
**In German**  
**Unit WGN02\_01**

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**Paper 2: Understanding and Written Response (WGN02\_01)**

## **Introduction**

External assessment: Written examination

Availability: January and June

First assessment: June 2017

Total marks: 90

Weighting: 69.2% of the total IAS raw marks

34.6% of the total IAL marks

Examination time: 2 hours 30 minutes

## **Assessment across Unit WGN02 01 relates to the following General Topic Areas:**

### **Youth matters**

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

### **Lifestyle, health and fitness**

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

### **Environment and travel**

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

### **Education and employment**

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

## **Assessment**

The assessment for this unit has three sections.

### **Section A: Listening (20 marks)**

Candidates listen to a range of authentic recorded TL (Target Language) material and retrieve and convey information given in the recording by responding to a range of TL questions.

Candidates need to show understanding of both the general sense and specific details conveyed. The questions will elicit non-verbal responses and short answers in the target language.

### **Section B: Reading and Grammar (30 marks)**

Candidates read authentic TL printed materials and retrieve and convey information by responding to a range of TL test types. The questions elicit both non-verbal responses and TL answers. Questions are linked to a range of reading comprehension exercises.

Candidates also need to understand and manipulate grammatical structures in the TL by selecting the most appropriate word form to fit a gap.

### **Section C: Essay (40 marks)**

Candidates write a 240–280-word essay in the TL, in response to a TL stimulus and four related bullet points. The assessment rewards effective communication of information as well as quality of language.

## **General Comments**

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. For many, if not most candidates, this will have been their first experience of an external assessment and the examiners, who are also practising teachers in schools, fully understand the difficulties and challenges associated with returning to the pre-covid method of assessment.

Questions 4, 6 and 7 require short answers in German. Generally, the examinations are designed in such a way that simply lifting words from the texts will not satisfy the requirements of the question. At least some manipulation of the language in the text will be required. Although grammatical accuracy is not assessed in the comprehension questions, the response does need to communicate a full answer to the question, without ambiguity. Candidates may use their own words, and many are doing so increasingly effectively. Lifting very short, focussed phrases is sometimes enough, but here the skill is really shown in the precision with which information is

selected. It is also rarely possible. Lifting full sentences will almost never be a way to score a mark, and it is important that all candidates are aware of this. Sometimes only very limited manipulation of the text is required, so this is something which all candidates should be able to manage to some extent. There will be more specific examples of this in later sections of the report (question 7).

Candidates need to be aware that tasks 4, 6 and 7 contain questions of varying cognitive demand. For example, low demand questions require candidates to demonstrate comprehension of the text. However, some questions require judgement or inference, and these questions require candidates to reflect and evaluate on what they have read or heard, before answering.

An essential part of the comprehension test is also the ability of candidates to not only understand the text, but also to understand the questions and answer them directly. Some examples to inform future candidates will also be provided in later sections.

Question 9 requires a written response to a stimulus in German. Candidates should address all four bullet points in a coherent, well organised and purposeful fashion. Candidates generally performed well in this question and examples of what is meant by the terms coherent, organised and purposeful in the mark grids will be provided below.

## **Section A: Listening**

### **Q1 Multiple Choice**

This was a listening text about Sleep problems. Candidates had four options A, B, C, or D for each part (the correct response, and three distractors). Candidates appeared to identify with the topic and seemed familiar with the concepts raised in the recording.

### **Q2 Multiple Choice**

This listening text was on the topic of Wifi-Hotspots. This task is identical in design to question 1. The majority of candidates were able to decipher the information and show an understanding.

### **Q3 Summary completion**

This question requires candidates to listen to a short passage and then complete a summary text, selecting from a pool of eight items. The topic of the text was Student Life.

This is a higher demand question than the previous two and this was reflected in the candidates' performances. Although the majority of candidates were able to provide the correct responses.

#### **Q4 Short Answer Questions**

Question 4 requires a written response from candidates, although the quality of the language provided by candidates is not assessed discreetly. Examiners credit responses which communicate the answer to the question in understandable German. It is important that the answer is not ambiguous. Each part is worth 1 or 2 marks. Q4 was about transport and the environment.

Most parts were well answered, however, 4b was sometimes not correct, as the answer needed to reflect the opinion of the interviewee, not the reason for his opinion. 4d proved tricky for many to access 2 out of 2 marks, as many candidates gave the idea of “weight” twice, which could not be credited both times. For the mark in 4e, an exact answer was required. Simply writing “Plastik” was not sufficient.

### **Section B: Reading and Grammar**

#### **Q5 Multiple Choice Questions**

Candidates choose from four options: A, B, C, or D for each item within the question (the correct response, and three distractors). This text was set on the topic of Employment. Most candidates were able to find the information needed to score marks in this question.

#### **Q6 Short Answer Questions**

This question required short written responses from the candidates, each part was worth 1 or 2 marks. The quality of language was not assessed here, and responses were considered in the same way as for question 4. The text handled the topic of food and drink.

Although the question was generally well answered, some candidates did not recognise the two elements needed for both marks in part b, as they did not appreciate the word “surprising” in the question.

#### **Q7 Short Answer Questions**

This question also required very brief written responses using a single word, a phrase or a short sentence. The marking principles were exactly the same here as for questions 4 and 6. Each part was worth 1 or 2 marks. This question was about coach travel.

Although many parts of this question were considered to be high demand, candidates performed generally well. The trickiest part was part f, although almost everybody scored at least 1 of the 2 marks available here.

### **Question 8**

This question continued on the theme of coach travel. There were 10 words selected, which were presented in the infinitive form for verbs, or the non-declined form in the case of adjectives or articles.

This question requires absolute precision, so it is not surprising that some candidates find it very challenging. Nearly all candidates had some degree of success in this question, zero marks was very rare.

Many candidates did change the adjective “preiswert” into a completely new word “preiswertig” and this was not accepted.

## **Section C: Writing**

### **Q9 Essay**

This section requires candidates to write a response based on a short, written stimulus. The recommended length for this is 240-280 words, though examiners mark the full response, whatever its length; they do not count the words when marking the essay. It is perfectly possible for an essay of 240 to gain full marks and candidates should avoid writing essays which are excessively long, as they often start to lack organisation or purposefulness. There is no automatic penalty for responses shorter than the recommended length, the content is assessed on its own merits, but candidates should be aware that detail is a key consideration in this assessment. Short answers may not contain this in sufficient amounts for the top marks.

The topic of the essay was “Fitness studios” and all candidates were able to respond well.

The marks for content and communication are awarded based on how well candidates address each of the bullet points in the task and how well they structure and present their ideas.

The ideal answer covers all 4 bullet points in a logical order, making good use of paragraphs, which satisfied the “coherent” element of the mark grids. Candidates, whose responses seemed convincing as an email to the magazine editors were able to satisfy the “purposeful” element of

the top mark band. Linking paragraphs well also provided good evidence of purposefulness. Those candidates who did not deviate from the topic and therefore did not include additional information that was not required were also able to satisfy the “pertinent” element of the top mark band.

Nearly all candidates addressed all four bullet points successfully. Bullet point 4 was sometimes not attempted as well as the others, but most did have a relevant response here too. Candidates who did not score the highest marks often relied on information which is normally learned and communicated as part of level 1/2 qualifications, such as iGCSE.

Quality of language was, on the whole, very good and often excellent. Teachers can help their candidates to improve their marks in this section by drawing their attention to key words in the mark scheme.

The highest mark band requires a wide range of structures and vocabulary. Ensuring that all of the task bullet points are thoroughly dealt with, and including different ideas when doing so, will also help the candidates to widen the range of vocabulary and structures that they use.

Finally, the marks for language take account of control and accuracy. It is important to make candidates aware of the following areas, if they wish to attain the highest marks for this assessment objective. Pay attention to verb agreements, particularly in longer sentences. Candidates should use an appropriate register for writing, rather than conversational German. Completing regular spelling practices would be helpful, particularly for those candidates who speak more German than they write. Many candidates produced German which seemed to be at the level of a native speaker. Such performances were considered to be above the requirements of the task. However, the expectation for full marks was not perfection. All candidates who demonstrated significant progress from level 2 were awarded full marks for language.

### **Paper Summary**

Based on candidates' performance on this paper, we offer the following advice:

- A careful reading of each part, with attention to the specific question words is important. The angle of the question needs attention.
- Manipulation is often required and lifting from the passage is only successful if the correct information is directly given.
- All German offered needs to communicate unambiguously in the comprehension questions.

- Examiners assess the skills of deduction and inference in this specification, and candidates will not find all the required information presented explicitly in the passages.
- Candidates should offer succinct and direct responses.
- In Q9, candidates should address all four bullet points fully.

### **Grade Boundaries**

There has been much work on the comparability of the speaking units for French, German and Spanish. Senior examiners continue to work closely together to ensure that they apply the common marking guidelines consistently across the three languages. It is possible to find grade boundaries for this, and all other papers, on the website via this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>.

