

Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Speaking Unit Commentaries

Summer 2023

International A Level

In German (WGN01) Unit 1

**International A level German Unit 1 WGN01 Commentary**

E grade summer 2023

Total mark: 21/40 (E grade boundary 2306 = 21/40)

Stimulus: Lifestyle, health and fitness 1A

**Conduct of the Assessment**

This assessment is conducted incorrectly in that in Section B the teacher teacher-examiner asks questions about Environment and travel which is a completely different General topic Area and, unfortunately, no credit can be given for those responses.

**Section A**

In Section A the teacher-examiner must ask the four questions on the teacher-examiner version of the card as they are written. The only change that the teacher-examiner may make, if they wish, is to change the *Sie* form of address to *du*, so that, for example, *Ihrer Meinung nach* becomes *deiner Meinung nach*. If any other change is made to the question, the candidate’s response to the rephrased question cannot be credited. The question may, however, be repeated.

The total time for the WGN01 assessment is 8-10 minutes. Timing starts when the teacher-examiner begins to ask the first question in Section A. In theory the timing is split equally between Sections A and B. However, in practice, Section A often lasts less than four minutes, as is the case in this example (Section A of this test lasts 3 minutes 27 seconds). This is not an issue; a candidate can still access all four marks available for *Understanding (stimulus specific)* when Section A lasts less than four minutes. It is important that teacher-examiners do as this teacher-examiner does, and move on to Section B as soon as the candidate has answered all four questions in Section A. Additional questions must not be asked in Section A.

Teacher-examiners must ensure that the total test time is 8-10 minutes. Therefore, if the candidate answers all four questions in Section A in less than four minutes, Section B must be extended so that the total test time is 8-10 minutes.

In this example Section A lasts 3 minutes 27 seconds and the total assessment time is too long at 10.31 minutes. Examiners stop listening once the 10 minute mark is reached, so in this assessment no credit can be given for material after the 10 minutes.

If an assessment is shorter than the minimum time this will have a quite considerable impact on the marks that can be awarded, so centres should ensure that each assessment is at least 8 minutes long.

**Section B**

The teacher-examiner here clearly indicates the move from Section A to Section B.(*Jetzt zum zweiten Teil*), which is helpful to the candidate.

In Section B the teacher-examiner should ask questions which move away from the topic of the stimulus card but relate to the sub-topics of the General Topic Area (GTA) being tested. In this case the GTA is *Lifestyle, health and fitness*, for which the sub-topics are *Food and diet, Sport and exercise* (the topic of this card)*, Health issues and Urban and rural life*.

Very few of the questions asked by the teacher-examiner here relate to the correct GTA. It is of the utmost importance that only questions from the correct sub-topics are asked. Candidates cannot be credited for what they say in response to questions which are not related to the sub-topics of the GTA being tested.

The teacher-examiner here asks about the environment, advertising, including a section on smoking and tourism. Content wise credit can only be given for the very small amount on smoking. However, we can award language marks for everything the candidate says.

16 of the 40 marks available for this assessment are awarded for *Spontaneity and development*. It is therefore important that teacher-examiners give candidates the opportunity to demonstrate the ability to be spontaneous and the chance to develop their answers by asking follow-up questions e.g *Können Sie ein Beispiel nennen? Warum sagen Sie das?*

**Assessment commentary**

**Quality of language (Accuracy)**

**Mark awarded – 3/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

The candidate’s pronunciation and intonation is definitely comprehensible, but it is not helped by the quality of the recording. Nonetheless, a mark of 4 was considered as his pronunciation is generally good. Whilst the accuracy initially seems good as well it is not consistently so. Accuracy decreases as the assessment goes on. We have, for example, *Es ist nicht sehr egal für Ihnen, die uns sterben könnten,* *gleich nachdem ich das Auto bestellen* and *wir könnten nicht darauf machen.* There are many gender errors, and the candidate struggles with the comparative.For this reason, the candidate was awarded 3/5 for Accuracy.

**Quality of language (Range of lexis)**

**Mark awarded – 4/5**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

Unfortunately, much of the lexis the candidate employs is not relevant to the GTA of Lifestyle, health and fitness and this has to be borne in mind. Nonetheless, there is much that we can credit, especially in his responses in Section A. The candidate offers us *soziale Gesellschaft, das verursacht Rückenschmerzen, gleichzeitig muss ich die Lage akzeptieren, Hauptquelle* and he employs a good range of structures throughout. The candidate was given a mark of 4/5.

**Spontaneity and development**

**Mark awarded – 11/16**

*This mark is awarded for the candidate’s performance across both sections of the test, A and B.*

The candidate responds spontaneously, and he gives well-developed replies with good detail. He answers fairly readily in most cases although there is some hesitation, and the candidate sometimes asks for the question to be repeated. The hesitation is most noticeable towards the end of Section B when he is confused by the question about mass tourism. To be fair to the candidate though, the question, “Wie findest du ein Land für Massentourismus?” is not immediately clear.

There can be no doubt that the candidate is speaking spontaneously and he certainly “deals adequately with most situations”. He does not, however, “respond readily to all questions” and so this performance fits best in the 9-12 band. In order to establish whether to award marks at the top end or lower end of the band we look at the bands above and below. This candidate is much better than “some examples of spontaneity” and it cannot be said that he generally has difficulty with the questions.

This performance was considered closer to the band above than the one below and the candidate was awarded a mark of 11/16.

**Understanding (Stimulus specific)**

**Mark awarded – 1/4**

*This mark is awarded purely for the candidate’s response to the four questions set by Pearson Edexcel in Section A of the test.*

Please note that in this examination, question 1 relates only to the content of the first paragraph of the text on the stimulus card. There will be at least three items of information in the first paragraph which can be used to answer question 1, and candidates are expected to mention three points in their response to this question. It is a good idea for candidates to spend part of their preparation time with the stimulus card identifying the three items in the first paragraph which they will probably be asked about.

Unfortunately, the candidate is not successful in answering the questions. For question 1 he talks about what he usually does at lunch time instead of giving the three pieces of information provided in the first paragraph of the stimulus card. There is some confusion over question 2 and the candidate does not give the answer required from the second paragraph (it’s good for workers who want to do something for their health or it’s good for stressed workers). Instead, he provides information relating to the first paragraph.

Some of the candidate’s response to question 3 can be credited as he touches on problems that workers might have who are sitting all day, but there is nothing else we can award marks for there. For question 4 the candidate misses the point of needing to compare individual sport with group sport activities and he talks about the advantages of sport overall.

These responses cannot be described as “satisfactory”, which is needed for a mark of 2. The candidate received a mark of 1/4 as his answers are definitely “limited”.

**Knowledge and understanding (General topic area)**

**Mark awarded – 2/10**

*This mark is awarded purely for the knowledge and understanding of the GTA demonstrated by the candidate in Section B of the test.*

Because so few of the questions that the candidate is asked in Section B relate to the GTA lifestyle, health and fitness he has very little opportunity to show any kind of understanding of the topic area. In response to question 4 in Section A the candidate talks about the advantages of sport, so it can be said that he has some understanding. There is also the section where he mentions that sitting all day is bad for the back. Unfortunately, there is no evidence of research with no statistics, very few actual facts and certainly no reference to a source. Considered all together then, there is “poor understanding of the general topic area” and the candidate can only be awarded a mark of 2/10.

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