

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: 25/40 (C grade boundary 2306 = 25/40)

Stimulus: Education and Employment 1A

**Conduct of the Assessment**

This assessment is conducted incorrectly in a number of ways. There is no Section B as such and no discussion of other sub-topics of the General topic Area (GTA). The candidate is asked to summarise the stimulus card, which is unnecessary. Most of the questions in Section A are rephrased and additional questions relating to the stimulus card are asked.

**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. This includes what may seem like minor additions such as, *Was denkst du?* as is the case in this example. This is in the interests of fairness to all candidates. Everyone must be asked exactly the same question.

Additional questions must not be asked in Section A. Unfortuantely, that is the case in this example.

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., 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.

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 should clearly indicate the move from Section A to Section B, 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. 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?*

*There is no* ***Section B*** *in this example.*

**Assessment commentary**

**Quality of language (Accuracy)**

**Mark awarded – 5/5**

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

This is a native speaker with authentic pronunciation and intonation. There are no errors. The candidate was awarded 5/5.

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

**Mark awarded – 5/5**

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

This native speaker employs a wide range of lexis and structures with no limitations whatsoever. The candidate was awarded 5/5

**Spontaneity and development**

**Mark awarded – 12/16**

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

The candidate responds spontaneously, and she gives reasonably well-developed replies. She answers readily but does not always give detail. Her responses could be better developed and the teacher-examiner probes to encourage her to do this. There is little hesitation. All in all, we can say that the candidate “deals adequately in most situations” and she was awarded a mark of 12/16.

In order to have accessed the top mark band the candidate would have needed to give responses which were more developed and with more detail. There would also need to be more discourse which means a more natural conversation with the teacher-examiner and candidate each responding to what the other says. The lack of discourse is partly due to the fact that the assessment is not conducted correctly with the discussion being sandwiched between the set questions.

**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.

The answer to the second question will always be in the second paragraph of the card and candidates should give an answer that refers to the stimulus – not one that draws on their own experience.

Unfortunately, the centre has misunderstood what is required in the assessment. There are many additional questions about the stimulus and some of the questions from the card are rephrased.

In response to question 1 the candidate offers *keine Hochangst haben,* which we can accept as a variant on *Mut haben,* one of the answers required. It communicates. However, she makes no reference to *Fitness* or *Konzentration*. Questions 2, 3 and 4 are all rephrased and so no credit can be given for the candidate’s responses. This means that, regrettably, the candidate can only be awarded a mark of 1/4 for the stimulus.

**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.*

There are no questions at all on the sub-topics of education systems and types of schooling, pupil/student life nor volunteering and internships. The marking guidelines state:

“Candidates who are not given the opportunity to engage in a discussion which moves away from the main focus and sub-topic presented on the stimulus card will not provide the necessary evidence to achieve marks in this grid.”

There is also no evidence of the candidate having researched the topic area.

As there is some discussion about the importance of further education the candidate was given a mark of 2/10. It was felt that to give her 0 would not reflect the fact that the candidate does show some small amount of knowledge of the GTA.

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