



Pearson
Edexcel

Examiners' Report
Principal Examiner's Feedback

January 2022

Pearson Edexcel International A level
In German (WGN02) Paper 1
Understanding and Written Response

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Publications Code WGN02_01_2201_ER

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Examiner's Report: Paper 2, Understanding and Written Response

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:

General Topic Area	Sub Topics
Youth matters	<ul style="list-style-type: none">• Family relationships and friendships• Peer pressure and role models• Music and fashion• Technology and communication
Lifestyle, health and fitness	<ul style="list-style-type: none">• Food and diet• Sport and exercise• Health issues• Urban and rural life
Environment and travel	<ul style="list-style-type: none">• Tourism, travel and transport• Natural disasters and weather• Climate change and its impact• Energy, pollution and recycling
Education and employment	<ul style="list-style-type: none">• 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. We appreciate very much the hard work that goes into preparing candidates for examinations, especially in what are more challenging times than ever, and we seek to reward this.

Questions 4, 6 and 7 require short answers in German. Candidates should answer, as far as possible, in their own words and candidates are doing so increasingly effectively. It was very rare to see candidates copying chunks from texts in attempt to answer questions, which demonstrates good preparation and good understanding of the requirements of the task. When candidates did “lift” answers directly from the texts, they generally did so in a way which showed skill and understanding, so this was rewarded. Candidates should be made aware, however, that questions are generally designed to encourage them to use their own words and show understanding in their own personal way.

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.

Question 9 requires an essay in German in response to a stimulus. Candidates should address all four bullet points in a coherent, well

organised and purposeful fashion. Candidates generally performed well in this question.

Section A: Listening

Q1 Multiple Choice

This was a listening text about water. Candidates had four options A, B, C, or D for each part (the correct response, and three distractors). Many candidates accessed all four marks, and the demand level of the questions seemed to be appropriate.

Q2 Multiple Choice

This listening text was on the topic of electronic devices. This task is identical in design to question 1. This was generally accessible to the vast majority of candidates.

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.

Generally, almost all candidates were able to access at least one mark in this question. Candidates should be congratulated for applying their thinking skills in this question, as there was a lot of evidence that they had thought about the grammatical possibilities for each gap that they had to fill.

3b proved to be the most demanding element – although nearly all candidates saw that a verb was needed, many selected the incorrect one.

Q4 Short Answer Questions

This question sought short, target language responses. Each part is worth 1 or 2 marks. Q4 was about classmates.

Communication is key, and provided that this is achieved, despite grammatical errors and spelling errors then the mark will be awarded.

Q4a Even some clearly very able candidates did not score both marks in this part, as they did not directly answer the question. The questions asked for the opinion of the classmates about the “class clown” and many candidates answered that they “laugh at her”. As this is not an opinion, it could not be awarded a mark, but most such candidates did go on to score a mark for their second answer to the question.

Q4b onwards proved to be very accessible, with most candidates scoring most of the marks in this question as a whole.

Section B: Reading and Grammar

Q5 Multiple Choice Questions

Candidates chose from four options: A, B, C, or D for each item within the question (the correct response, and three distractors). Most candidates were able to show a good degree of comprehension of the text and related questions. There was however some difficulty in 5b, as some candidates struggled to decode the true meanings of the 1st and 4th options in this question.

Q6 Short Answer Questions

This question required responses using a single word, a phrase or a short sentence in German. Each part was worth 1 or 2 marks, and was on the topic of "Job Search". It did prove very difficult to score 2 marks on the first question. This appeared to be a very high demand question for the majority of candidates. On the other hand, questions 6c and 6d were generally answered well by all but a few candidates. Candidates should be advised to familiarise themselves with texts, which report statistics, as this is not just a valuable skill for the examination, but also for use of German in the real world.

Q7 Short Answer Questions

This question required responses using a single word, a phrase or a short sentence, rather like in Q6. Each part was worth 1 or 2 marks. This question was about Cruise Ships, as is Q8. Performances varied and some questions clearly posed a higher demand than others, as was intended.

Q7a was very accessible – there were multiple correct answers and anything that was reasonably correct from any point in the text was credited.

Q7b – most candidates were able to deduce that "Schweröl" was popular, due to its low cost.

Q7c – Candidates had to think about their answer here and many came up with different conclusions that all gained credit, as long as they were plausible, based on the content of the text.

Q7d – it was not all so common that candidates scored two marks here. The main error was the omission of the idea of "overseeing" rubbish disposal.

Q7e – This was better handled in general, than 7d, and many candidates identified the idea of making sure rubbish did not "land in the sea". The other possible answers to this question appeared to be more demanding and not all candidates accessed both marks here.

Q7f – this proved to be the most demanding question of all in the reading section. Many candidates did not correctly infer that the travel company had won the support of its customers, and this was required to gain full credit for this question.

Q7g – in contrast, this proved to be accessible to most.

Question 8

This question continued on the theme of Cruise Ships. Most candidates achieved at least half of the marks, and many were awarded 7 or better, although candidates of lower ability clearly do find this type of question extremely demanding. Parts a, c and e were the most frequently

correctly answered parts. The genitive "s" on the noun seemed to be a well known hint to the correct declension of the definite article. The relative pronoun "in denen" was the least well known part, so this could be a focus for future grammar practice. The adjective ending on "geschlossen" was also very frequently mishandled.

Section C: Writing

Q9 Essay

This section requires candidates to write an essay based on a short, written stimulus. The recommended length for the essay 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. There is no automatic penalty for responses shorter than the recommended length.

The topic of the essay was "sleep" and this proved to be an excellent stimulus. All candidates found something to say on the topic and seemed to be very familiar with the issue.

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. The candidates who scored the highest marks did this. They also managed to include new information in each of their paragraphs and kept their answers focussed and controlled.

Many candidates used very similar information to answer the first 2 bullet points. For example, they cited electronic devices as having a negative influence on sleep, and then said that people slept better in the past, because they did not have these electronic devices. Whilst this is of course true, in a task that is designed to allow candidates to showcase their best and most purposeful communication on a topic, it is best practice not to reuse the same ideas in the same essay.

Some candidates focussed on one or two bullet points for the majority of the essay and only referenced the other points briefly, if at all. Essays which covered all bullet points to a similar degree of detail were considered to be worthy of more marks than those, which did not.

Candidates can demonstrate fluency and coherence by taking time to plan and organise their essays before writing them. Redrafting is also recommended, as far as time allows. This will help candidates to avoid producing less coherent answers, which jump about and return to previously dealt with bullet points.

Quality of language was, on the whole, very good and often excellent. Teachers can help their candidates can 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.

Language used must also be appropriate to address the needs of the task. Candidates can be helped to evidence this, by avoiding irrelevance or long and unnecessary introductions to their writing.

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. Use of appropriate register for writing, rather than conversational German. Complete regular spelling practice, particularly for those candidates that speak more German than they write.

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.

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