



Examiners' Report  
Principal Examiner Feedback

Summer 2022

Pearson Edexcel International AS Level in  
German (WGN01/01)

Unit 1: Spoken Expression and Response

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## Administration

Apart from one sound file, all materials required for marking were clearly labelled and had been uploaded on time. The quality of the recordings was very good, with most teacher examiners taking care to place the microphone close to the candidate, and genuine efforts to minimise any ambient noise. Most teacher examiners introduced centre name and number, candidate name and number, and allocated stimulus card, which was helpful. It is also good practice to announce the ending of each speaking test.

## Assessment of submitted tests - Section A

The Spoken Expression and Response is an assessment that is 8–10 minutes long, in two sections, that total 40 marks and is preceded by 15 minutes of preparation time for the candidate. In advance of the examination, the candidate chooses two of the four specified general topic areas (GTA) to prepare. A randomisation grid informs the teacher which of the two chosen areas will be tested. The candidate is told this immediately before the preparation time begins.

**Section A** requires the candidate to respond to four set questions on a stimulus related to one of the student's chosen general topic areas (GTA). These questions are mandatory and may be repeated, but for the purpose of fair assessment across all centres, they **must not be re-phrased**, added to, or commented on by the teacher examiner, as happened in a small minority of centres during this examination session. The first two questions in Section A relate specifically to information in the stimulus material, the second two relate to aspects of the subtopic, upon which the stimulus text is based. Candidates should be made aware there is no need to summarise the content of their stimulus card.

For question 1, it is expected that the candidate will manipulate the wording of the text in order to arrive at a complete answer to the question, and the question targets three elements from the first paragraph of the stimulus card. This does not yet appear clear to all candidates, as there were many speaking assessments where candidates of all abilities, including the most able, offered only one item of information in response to question 1.

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. This question was generally answered competently by all candidates. There were also many well-developed candidate answers to the more open-ended questions 3 and 4. It should be noted, however, that overly long candidate responses in Section A will adversely affect the time available in Section B and may therefore restrict access to the full range of mark bands if candidates are not able to demonstrate sufficiently fluent discourse or research into their chosen General topic area in the time that remains available.

## Assessment of submitted tests - Section B

In **Section B**, the teacher examiner must initiate a discussion about the general topic area chosen by the randomisation grid. The conversation should move away from the original subtopic of the Stimulus Card to a broader discussion of the topic area and its linked subtopics as 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, ideally by citing online or printed sources they have used in their research. Relying on general knowledge or personal

experiences alone, will not demonstrate “many” ideas or a “wealth” of ideas, which are required for marks of 7 or higher. Regrettably, there were only few tests marked in this session where candidates cited such sources independent research into their chosen topic area, and many instances, especially among candidates who had opted for Youth Matters and Lifestyle, Health and Fitness as their chosen GTAs, where anecdotal information or personal preferences were shared. Several teacher examiners followed up the Section A part of the test with questions designed to elicit personal preferences, perhaps operating under the belief that this would put their candidates at ease, whereas in reality it restricted the marks that their candidates could be awarded.

Rather than adopting a question and answer approach, it is good practice for the teacher examiner to comment on points made by the candidate, so that there is spontaneous discourse by both parties. In this examination session, several teacher examiners were excellent at encouraging such spontaneous discourse by asking their candidates to clarify statements and by challenging their viewpoints in a supportive manner. The broad majority of teacher examiners, however, still appeared to be working from pre-prepared question banks. Where questions were not adequately adapted for the candidate’s individual linguistic level, this approach was unhelpful to the most able candidates who were not sufficiently challenged and to the less able candidates who were unable to respond.

Teacher examiners are reminded that it is not necessary to cover all subtopics in a Section B discussion. Where candidates inadvertently stray into a different topic area, the conversation should be returned to the allocated General topic area. Fewer topics being covered in Section B usually leads to a more natural and in-depth discussion that will allow candidates to access the higher mark bands for Spontaneity and for Understanding (General topic area). Additionally, even the most able candidates should be encouraged to acquire topic-specific vocabulary and suitable grammatical structures that will allow them to access the top bands for Quality of Language (Range of lexis). With this in mind, questions should also be suitably challenging for AS level candidates. Candidates should demonstrate that they have moved on linguistically from iGCSE level. Questions inviting a candidate to discuss personal preferences or interests, for example, do not allow candidates to achieve this and may restrict access to the higher mark bands.

It is important that the full test lasts at least eight minutes. If the test is too short, examiners follow the guidance stated in the “Unit 1 Further Marking Guidance” which is available to centres via the Edexcel website. The examiners will stop assessing tests that go beyond ten minutes, and will in this case base their judgements on the performance offered up to that time limit. For this reason, candidates should be discouraged from delivering overly long passages as this will restrict the marks that can be awarded for Spontaneity.

We hope that these comments will be useful to you in future assessment sessions.

### **Additional support for centres**

Centres are advised that a Principal Moderator’s report of this series will be made available on the Pearson website at [qualification.pearson.com](http://qualification.pearson.com). This report discusses general issues seen during this exam series.

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