



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCSE

In German (1GN0) Paper 4F: Listening and
Understanding in German

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Summer 2019

Publications Code 1GN0_1H_1906_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

Introduction

This paper was worth 50 marks and was divided into two sections, A and B. The first two questions, Section A, were set in the target language. The remaining 8 questions, Section B, were set in English.

Students had 40 minutes in which to complete their answers; this included five minutes of general reading time at the start of the examination.

Examiners saw evidence this year that students are coming to terms with the demands of the new specification, particularly the greater emphasis on open response questions in English. As last year, the strongest performances were characterised by an ability to recognise attitudes and opinions and to give precise answers. However, there were weaker performances where answers were vague, often based on the identification of single words rather than listening to the extract as a whole. It is important to note that if students give three answers for a two mark question it is only the first two that will be assessed. For a one mark question only the first answer will be considered.

More examiners raised concerns this year about the standard of students' handwriting, which at times made it impossible to assess work accurately. When crossing out sections students must make it clear what they intend their final answer to be.

Section A

Question 1 (Ausbildung)

Students had to listen to Carl discussing his career plans and then fill in the gaps in target language sentences. Answers were chosen from a given list of 12 words.

This style of target language question poses significant challenges for many students at Higher Level. The first of these is to understand the possible answers in the box and then the language in the questions. More successful students chose words which fitted grammatically into the sentences whereas those who were less successful often picked words completely at random. More successful students were able to score close to full marks on his question.

Most frequently correct was Q01(d) where students were able to make a simple deduction and link *in Frankreich oder den USA* in the excerpt with *im Ausland* on the question paper. Also successfully answered by the majority of students was Q01(b) where students had to link a specific phrase (*mein Onkel*) in the recording with a more general word (*Familienmitglied*) on the question paper. Most taxing for the majority of students were the two questions requiring adjectives: Q01(c) and Q01(e). When answering Q01(e) many students assumed that the most important aim when choosing a career must be to get rich, rather than the correct answer to be well-known.

Students would be well advised to use the 5 minutes' reading time at the beginning of the examination to work out which words could possibly fit into

each gap and make grammatical sense, thereby making the listening task a little more straightforward.

Question 2 (Schüleraustausch)

Students listened to two pupils discussing a recent school exchange visit to Germany. The question required students to fill gaps in target language sentences by choosing the correct answer from a list of four possibilities. One of the four possible answers had to be used twice. Students were not permitted to supply their own words but could only use one of the four words provided. Each of the possible answers was a place visited during the exchange visit.

Higher Level students in general performed well on this question. The part answered successfully by the most students was Q02(a) which involved understanding simple German synonyms *Dom/Kathedrale* and *besonders interessant/faszinierend*. Least well answered was Q02(d) where students had to work out whether food was more expensive in the cathedral or the museum. In questions such as Q02(b) a section of the listening passage (*ich wollte länger bleiben*) is paraphrased in the wording of the question (*war viel zu kurz*).

Question 3 (Graz)

Students listened to some promotional material about the city of Graz and then completed a multiple choice exercise. Most Higher Level students performed well on this question. They found Q03(i) and Q03(iv) the most accessible parts. Q03(i) required the link to be made between *Gebäude* in the recording and architecture in the question. Many students clearly understood the meaning of the key word *Aussicht* in Q03(iv). Few students were able to recognise *Hügel* in Q03(iii) despite it being listed in the Foundation vocabulary in the specification.

Question 4 (Hurricane in the Caribbean)

Students were asked to identify detailed information about a hurricane in the Caribbean. They then had to select the three correct statements from a list of seven sentences. The topic of The International Dimension is still comparatively new and clearly not one about which every student feels confident yet. However, the test type and a sound vocabulary helped to ensure that most students scored well on this question.

Two of the three correct answers were well signposted and just required the understanding of key items of vocabulary ie *Überschwemmungen* and *finanzielle Probleme*. However, it is not always straightforward to identify the correct words in a very dense text. Many successful students were able to link *jahrelang Hilfe brauchen, um ihre Häuser zu reparieren* with (B) there was lot of damage to property. Less successful students heard houses mentioned and assumed that (C) must be the correct answer.

In order to score highly on this style of question it is necessary to have an understanding of whole sentences rather than just individual items of vocabulary.

Question 5 (Bausa)

Students had to listen to a podcast about the rapper Bausa and then answer four multiple choice questions. This question proved quite demanding although there were some very successful performances. Students found Q05(i) the most straightforward part of the question. Relatively few students recognised *Lehre* in Q05(ii) and in Q05(iii) many students assumed rap must be exclusively for young people, especially after hearing *Jugendliche feiern seinen neuen Hit*. However, it was only the minority of students who recognised the significance of the final qualifying clause which stated that older people are also not against his music.

Question 6 (A disappointing holiday)

Students had to listen to a phone call about a disappointing holiday and answer open response English questions on the content of the call. This question produced a wide range of performances. Less successful students often used one word answers which were not always relevant to the question set. More successful students proved able to identify relevant detail and understand the global meaning of sentences necessary to answer Q06(c) in particular. In questions like this it is crucial to listen out for the meaning of whole sentences rather than individual words.

In Q06(a) it was perfectly acceptable to simplify the detailed information about the hotel's location. The most commonly encountered correct answer was "near the beach". Q06(b) could be answered successfully by saying the room was too small. Many students heard the detail 26cm in the listening excerpt but assumed it referred to the bed rather than the distance from the bed to the wardrobe – a common incorrect answer was a 26m wide bed! Answers that seem implausible are highly unlikely to be correct and need a rethink. Some students rightly ascertained that the room was noisy but then lost the mark by adding unnecessary and incorrect detail eg by saying that the neighbours were noisy. The cause of the noise (*ein Aufzug*) was interpreted by many to be a nearby railway line. In Q06(c) many students assumed *sie konnten kein Deutsch* must refer to the receptionist rather than to the waiters.

Question 7 (Study skills)

Students had to listen to a podcast about study skills and then answer English open response questions on the content of the podcast. This question produced a wide range of responses. Successful students were able to extract the key material from a complex text and answer with precision eg to answer Q07(c). Those who were less successful tended to omit key details from their answers and produce responses that were not specific enough to be credited.

In Q07(a) a straight translation of *mehr Energie fürs Lernen* was perfectly acceptable and therefore accessible to a wide range of students. For Q07(b) the two key concepts were revising outside and with friends. A number of students wrote learn together which was not credited as it did not include the key idea of friends. Q07(c) asked specifically about foreign languages. When answering, many students included study skills advice that they had been given in school, most of which was not included in the podcast. Adverbs of frequency are crucial in this question. The key fact about vocabulary is that you need to work at it every day. Few students were specific enough to gain a mark for saying that you should not learn two foreign languages without a break in between. From their answers it was clear that some students did not realise that in Germany English is a foreign language.

Clear expression in English is important in this style of question. Some students lost marks because their English was ambiguous.

Question 8 (New technology)

Students had to listen to reviews of new technology and then complete multiple choice sentences. This question produced the full range of marks. The most accessible parts were Q08(a)(i) and Q08(b)(i), both answered correctly by the majority of students. However, *Ernährung* was unknown to many with the result that many students opted for answer a) in Q08(a)(ii). In Q08(b)(ii) students heard regional accents mentioned but often did not realise the significance of the following phrase *sind einige Wörter unbekannt*.

Question 9 (Nazan Eckes)

Students listened to an excerpt from a programme about the TV star Nazan Eckes and then answered English questions on the content. This question required detailed knowledge of a complex passage and clarity of expression from students if they were to access the highest marks. It was therefore pleasing that the majority of students scored some marks on this question.

In Q09(a)(i) successful students realised Nazan's parents were not born and bred in Germany and were able to convey this clearly, even if they did not know the precise meaning of *eingewandert*. The key phrase in Q09(a)(ii) was **since** 2000. Those who did not read the question carefully talked about Nazan getting married which was not relevant. Less successful students did not realise that Nazan's current partner is a male model and based all their answers on Nazan's modelling career. In the final question although many students understood that Nazan works in TV they did not answer precisely enough to access the marks on offer eg by saying that Nazan was on the news. A substantial number of students were able to say that Nazan had her own TV programme. The key concept in Q09(a)(ii) was personal life and in Q09(a)(iii) her career. Examiners saw countless examples where students described Nazan's career in Q09(a)(ii) and personal life in Q09(iii) but unfortunately these could not be credited.

Successful students were able to describe Nazan's relationship with Angela Merkel and give some relevant information about Nazan's father. Less successful students suggested that Nazan had met Angela Merkel or worked for her, presumably on an election campaign. Very few realised that Nazan won an award for her campaigning against hatred of foreigners. The final question was answered successfully by few students as it required global comprehension of two quite complex sentences. Many students heard the word *Hause* and presumed that Nazan or her father must be buying a house. Others suggested friendship between the two countries, Germany and Turkey, rather than between Germans and Turks living in Germany.

At this level answers are unlikely to depend on the understanding of just one vocabulary item but require global understanding of one or more sentences. Answers must be precisely expressed in order to gain the marks.

Question 10 (Energy supply)

Students listened to an account of a recent demonstration against the use of coal for electricity production. They were then asked to identify the two correct statements from a given set of five sentences.

The language in this listening excerpt was demanding but the multiple-choice test type enabled most students to gain some marks. Successful students identified both correct sentences without too many difficulties. There were two valid approaches to answering this question. Students could exclude the distractors thereby narrowing down the choice of correct answers. All the distractors were negated by information in the excerpt eg (A) 3000 is indeed mentioned but it is 3000 environmentalists rather than 3000 policemen. However, the correct answers could be identified by those students who were able to identify the sentences containing the relevant information and then homing in on the key expressions. Many students realised that *Mitglieder der Grünen Partei* must refer to politicians. Talk of *eine Blockade* and police attempts to prevent it were enough to lead most students to the correct answer (D) demonstrators wanted to prevent the transport of coal.

In Q10(ii) the first correct answer (A) Germany will need to import electricity was identified successfully by many students. Although the relevant information was well embedded in the middle of the excerpt the language used (*werden wir Strom aus Polen kaufen müssen*) was not too difficult to understand. The second correct answer (C) the introduction of renewable energy is a long-term project was rather more difficult to identify as it depended on the understanding of a non-minimum core vocabulary word in *Jahrzehnte dauern*. All the distractors were clearly negated in the listening excerpt.

Advice for future performance

- Students should read all questions carefully in order to identify key wording.
- Simple synonyms are often the key to success in the target language questions.
- Students should be aware that all topics and sub-topics will be tested in future years and ensure that they are familiar with vocabulary across the full range.
- Students are advised to listen carefully for qualifying adjectives and adverbs, in particular for negatives *nicht* and *kein*, to help them eliminate distractors when answering multiple-choice questions.
- Students need to practise listening for gist as some questions may ask them to identify opinions or attitudes and to draw simple conclusions.
- Handwriting needs to be legible. Examiners cannot mark what they cannot decipher.
- Students should remember that if they give two answers for a one mark question examiners will only mark the first answer.