# Examiners' Report
# Principal Examiner Feedback

# November 2020

Pearson Edexcel GCSE
In German (1GN0 1H)
Paper 1: Listening In German

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**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.

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

The strongest performances were characterised by an ability to recognise attitudes and opinions and to give precise answers. This year there were fewer weaker performances featuring vague answers, often based on the identification of single words rather than listening to the extract as a whole.

**Section A**

**Question 1 (Soziale Medien)**

Candidates were asked to identify key points and details about the speaker's views on social media. Candidates had to complete five sentences in the target language. They had to select five answers from a given list of 12.

The most frequent correct answers were (a) (b) (d) and (e).

In (c) a few less successful candidates were unable to link *jeden Monat* with the adverb of frequency *regelmäßig.*

**Question 2 (Restaurants)**

Candidates were asked to identify the opinions of two friends on their recent restaurant visits. Candidates had to complete five sentences with the correct adjective from a list of four.

All parts of the question were answered correctly by most candidates.

In (b) the least successful candidates failed to equate a long wait for dessert with bad service.

**Section B**

**Question 3 (Careers)**

Candidates were asked to identify key points in a description of life as a nurse. There were four multiple choice questions.

All parts of the question were answered correctly by most candidates. However, some less successful candidates failed to recognise that the nurse went home happy each day because she found her job rewarding. A few candidates took the first element of the word *Krankenschwester* to mean that the speaker was a doctor.

**Question 4 (Living abroad)**

Candidates were asked to identify the details of a student's stay in Italy. They were asked to select three correct statements from a given list of seven.

Most candidates were able to score full marks on this question.

Some less successful candidates assumed that the student must be working to pay her rent but failed to recognise the adjective *kostenlos* used in connection with accommodation (C). Some candidates assumed that crowds of tourists must be a good thing (G) despite the student using the negative adjective *ärgerlich*.

**Question 5 (Babylon Berlin)**

Candidates were asked to identify key points and details about the TV programme Babylon Berlin. There were three multiple choice questions. All three questions were answered correctly by the majority of candidates. Less successful candidates, however, found (ii) the most taxing question. They failed to make the link between the noun *Schauspieler* and the positive adjective *imponierend*. A few candidates assumed that as the programme is described as *erstklassig* there must be a second series (D), a reasonable assumption but not one mentioned in the report.

**Question 6 (Youth orchestra)**

Candidates were asked to identify the key points and some details from a podcast about Marburg youth orchestra. Candidates had to answer three open response questions in English, worth five marks.

The most frequent correct answers were Parts (a) and (c).

In (a) less successful candidates misheard the number *vierzehn* and thus gave the incorrect age range for joining the orchestra. (b) hinged on understanding the noun *Spenden*, which was known only by the most successful candidates. In (c) Less successful candidates also did not realise that the orchestra were giving only one concert in Paris.

**Question 7 (Boarding schools)**

Candidates were asked to identify key points and details from a radio programme about boarding schools. Candidates had to answer three open response questions in English, worth five marks.

The most frequent correct answers were (b) and (c).

Some less successful candidates failed to give two distinct pieces of information in (a) and (c) and therefore were unable to gain the second mark available. Others were influenced by their personal opinions on boarding schools rather than using the information given in the listening passage.

A relatively frequent error in (a) was to assume that 20% of parents are sending their children to boarding school rather than they would like to send their children to these schools if they had the chance. Some less successful candidates had problems with the numbers in (a). In some scripts twice as many boarding pupils wrongly became three times as many. Some candidates incorrectly suggested that 30% of parents wanted to send their children to these schools. The number 30 was indeed mentioned but only in the phrase *vor 30 Jahren*. It is worth noting that unnecessary extra

detail can negate an otherwise correct answer e.g the number of pupils has doubled in 13 years.

**Question 8 (Wind power)**

Candidates were asked to identify key points, details and opinions on wind power given by three different speakers. There were six multiple choice questions and the question was broken into two parts, Part (a) and Part (b), each with three questions.

The most frequent correct answers were 8(a) (iii), 8(b) (ii) and 8(b) (iii).

In 8(a)(i) less successful candidates failed to identify the key phrase *… ist der Wind auch nachts da.* In 8(a)(ii) some candidates heard *70 000 Menschen arbeiten in der Windindustrie* but failed to recognise that this was the figure for the whole of Europe, not for Germany. The key relevant phrase to answer this question was *in Zukunft könnte diese Industrie noch größer werden*. In 8(a)(iii) a few candidates could not identify the key phrase *weit entfernt* and, having heard towns mentioned, assumed that near towns and cities (B) must be the correct answer.

Less successful candidates found 8(b)(i) particularly taxing. The incorrect answer given was almost always A. Candidates heard *kaputt* and assumed that it must apply to the wind turbines. However, these were *immer in Betrieb* and it was the landscape that was being damaged.

**Question 9 (Rügen)**

Candidates were asked to identify key points and details from a factual text on the island of Rügen. Candidates had to answer open response questions in English. The question was divided into two parts, Part (a), with three questions worth five marks and Part (b), with four questions worth five marks.

The most frequent correct answers were 9 (a)(iii), 9(b) (i), 9(b) (iii). 9(b) (iv).

In 9(a)(i) less successful candidates were unable to make the connection between the year 1930 and the establishment of a conservation area.

Some candidates wrote about possible leisure activities in 9(a)(ii), in particular walking, rather than addressing the geography, as required by the question.

In 9(a)(iii) most candidates recognised that from Königstuhl you had a wonderful view of the coast. Many fewer realised that this was the location of the visitor centre.

In 9(b)(i) some less successful candidates did not appreciate the significance of *nie* in the phrase *nie mehr als 30 Grad*, thus giving an answer that was the opposite of that required.

Answers needed to give precise detail in 9(b)(ii) to gain the marks. Less successful candidates were too vague, giving answers such as it's historical, the journey. Only a small minority of candidates were able to gain the full two marks available.

In 9(b)(iv) candidates had to mention building sandcastles to gain the mark. Less successful candidates mentioned going to the beach but not what happened once there.

**Question 10 (Role models)**

Candidates were asked to identify key points and opinions on role models. There were two parts to the question, 10 (i) and 10 (ii), each worth two marks. Candidates had to tick two statements from a given list of five.

Both parts of this question were answered correctly by the vast majority of candidates.

In 10(i) some less successful candidates assumed that children must adore cartoon characters (D). Cartoon characters are indeed mentioned but there is no indication what children think of them.

In 10(ii) some candidates thought parents must be good role models but failed to notice the presence of the negative in *Eltern sind keine geeigneten Vorbilder*. Others thought children might prefer heroes their own age despite the speaker saying *als Vorbild geeignet sind vor allem ältere starke und kluge Menschen.*


**Summary and advice to centres**

**Section A**

Questions 1 and 2 are set in the target language and require candidates to complete sentences in Question 1 and to identify the appropriate adjective in Question 2.

**Tips**

● Advise candidates to use the reading time to try and work out in Question 1 which part of speech is required to complete the questions. Question 1 (a) *Er chattet oft mit einem ..... Schulfreund* requires an adjective with the appropriate ending.

● In Question 2 they should take time to work out the meaning of the individual statements and decide which of the listed words could fit in the context.

**Section B**

Questions 3, 4, 5 ,8 and 10. These questions require candidates to pick out key points and some details by choosing from a given range of possible answers.

**Tips**

● Advise candidates to listen to the whole sentence or paragraph rather than just to concentrate on individual items of vocabulary.

● They should listen for negatives, time indicators (both time phrases and tenses), qualifiers, comparatives and superlatives, positive and negative opinions.

Questions 6, 7 and 9 require candidates to respond to questions in English.

**Tips**
● Advise candidates to use the reading time available to think carefully about the requirements of the questions asked, concentrating in particular on the question words. The question title often provides an important clue.
● Advise candidates to check the number of marks available for each question. If there are two marks available two pieces of information will be required.
 ● Candidates should ensure they give precise but complete answers to the questions. However, it is worth bearing in mind that too much information can sometimes negate the given response.
● Knowledge of all the sections of vocabulary listed in the specification (both Foundation and Higher) is required to answer the paper successfully.