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Examiner's Report  
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE  
In German (1GN0)

Paper 1F: Listening and understanding in German

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## Introduction

This unit was worth 50 marks and was divided into two sections, A and B. The first 12 questions, Section A, were set in English. The final two questions, Section B, were set in the target language.

Students had 30 minutes in which to complete their answers; this included 5 minutes' reading time at the start of the examination. It was encouraging to see that for the most part students coped well with all topics featured on the paper. Centres are reminded that the targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list and also that the vast majority of words on the list will feature in examinations over a period of time. Centres entered their students appropriately at Foundation level for the most part. The Foundation examination differentiated well between students of different abilities. Weaker students were able to identify key words and messages from topics with which they were familiar. Most questions which require the recognition of single lexical items or short phrases were well done, although some individual items of vocabulary caused problems. Stronger performances showed the ability to make simple conclusions and differentiate between different time frames.

## Section A

### Question 1 (Shopping)

Students were asked to identify the three correct statements about shopping from a given list of seven. This question tested students' understanding of key vocabulary items listed in the minimum core vocabulary and proved a successful introduction to the paper for the majority of students.

The most frequent correct answers given were *bread rolls* (D) and *cake* (G). Less successful students suggested *fish* (F) as an answer rather than the correct answer *meat* (B). Although *Fleisch* features on the minimum core vocabulary it is easily confused with *Fisch*.

### Question 2 (School)

Students listened to a conversation about school. This question featured a familiar test type. Students were asked to select the correct answer from four possible ones. This question was done well by almost all students, many gaining full marks. The question targeted individual words from very familiar topics; school subjects, days of the week and common adjectives. *Geschichte* has sometimes proved problematic in the past but was well known this year.

### Question 3 (Sport)

Students were asked to listen to three people talking about different sports and identify what was mentioned from a list of seven sport-related items. This question proved accessible to most students.

The vast majority of students were able to identify *swimming* (C) and link *zehn Euro* with money (G). Less successful students did not know *Federball* (E), often mistakenly assuming the answer must be volleyball (D).

### Question 4 (Weather)

Students were asked to listen to some friends talking about the weather and then to complete three sentences choosing three words from a choice of seven. Although the weather often proves a challenging topic for some students that was not the

case here. This question was answered well by almost all students with many gaining full marks.

Although *sonniges Wetter* and *Regen* were known to almost everybody this was less so with *Schnee*. "Cloud" appeared as a fairly frequent incorrect answer.

### **Question 5 (Work)**

Students were asked to answer four English questions about a job. This open response question targeted specific items of basic vocabulary, e.g. shops, months and common adjectives, all of which can be found in the minimum core vocabulary for Foundation Level. All four parts of the question required at most a two word answer.

This question proved somewhat more challenging for most students, only a small minority gaining full marks. The most frequent correct answer was Q05(a) bakery; this was hardly surprising as *Bäckerei* is almost a cognate. Saturday was a common but unsuccessful answer for Q05(b), many students failing to realise that *samstags* did not indicate the start date. The correct answer (*seit*) *März* was recognised only by a few students. Q05(c) also discriminated well. Less successful students heard *gut* but did not register the all-important second element in *gut bezahlt*. In Q05(d) *glücklich* was known to many although there were many vague answers such as "nice" which could not be credited.

It is important to read the questions very carefully in the five minute reading time before the recording is played. Examiners saw a number of examples in which students confused question words e.g. by answering "where" to a "when" question and vice versa.

### **Question 6 (Environment)**

Students were asked to identify some key information about the environment. They had to complete simple sentences choosing from a selection of given words.

This question was done well, the majority of students gaining at least two marks.

This was particularly pleasing as the environment often proves a difficult topic. The most challenging question proved to be Q06(a) which required students to understand *Dosen*. Less successful students often opted for the distractor "bottles". It was pleasing to see that *U-Bahn* was known by the majority of students.

### **Question 7 (Problems in the restaurant)**

This question required students to identify the three correct sentences from a list of seven in a recording about a visit to a restaurant.

Success on this question depended on understanding three key adjectives.

Successful students were able to identify *laut* and *faul*. Many realised that *lecker* was only a distractor and that "the soup was expensive" (F) was the third correct answer, as indicated by the presence of the adjective *teuer*.

### Question 8 (Apprenticeship)

Students had to answer English questions on a recording about an apprenticeship. Open-ended questions requiring students to answer in English continue to be challenging for some. Imprecise and ambiguous use of English played a significant role in this question, leading many students to drop marks unnecessarily.

The most challenging question was undoubtedly Q08(c). Some students assumed that Daniel was already working with his uncle, failing to recognise the future implication of *möchte*. The transcript said only that *Mein Onkel hat viel Nützliches über diesen Beruf erzählt*. Many students took this a stage further and incorrectly assumed that the uncle must have trained Daniel. The most common correct answer was Q08(b) where most students were able to recognise the near cognate *Elektriker*. However, only the most successful students knew the key word *Frühling* in Q08(a).

### Question 9 (Film theme park)

Students listened to some promotional material about a film theme park and then completed a multiple-choice exercise.

Students found Q09(ii) and Q09(iii) the most accessible parts of this question. The least successfully answered part was Q09(i), many students misinterpreting the key word *kostenlos*. Some students assumed that, at best, birthday tickets would be discounted not free. Although the majority of students answered Q09(iv) correctly there was a significant minority who assumed that, as December was mentioned, there must be a Christmas market. It was pleasing that the key indicators of the correct answer, *Eishalle* and *Schlittschuhe*, were familiar to most students.

### Question 10 (Choir tour)

Students were asked to listen to a discussion about a choir tour and answer English questions on the recording.

This question discriminated very effectively. The most common correct answer was Q10(b), although there were also some highly implausible answers e.g. a concert lasting two days. If an answer seems strange it is unlikely to be correct! It was perhaps surprising that few students recognised the date *am zweiten Mai* in Q10(a). Q10(d) proved to be a particularly effective discriminator. Students had to realise that although it was the choir member's wish to stay in a comfortable hotel (*ich wollte in einem bequemen Hotel wohnen*) the choir actually stayed in a youth hostel. In general, Q10(d) was well answered, most correct answers mentioning drinks. Few students chose the alternative answer *Andenken*. However, examiners saw many examples mentioning food and drink, which unfortunately could not be credited as the first element is incorrect.

### Question 11 (School trip)

Students were asked to identify detailed information about a school trip. They then had to select the three correct statements from a given list of seven statements.

The question required students to identify what was positive about the trip and discount the negative aspects. The most taxing part of the question also required some simple inference. The test type helped to ensure that almost all students gained some credit here and the most successful students scored full marks. Many students successfully identified the key positive indicators e.g. *habe ich mich gut amüsiert*, *es war toll* and the adjective *wunderbar*. Two of the three answers (A) and (D) involved simple recall and were well answered by many students. However, less successful students had difficulty equating *alte Denkmäler* with history (F).

### **Question 12 (Being green in school)**

Students listened to a report about a new television programme and then answered open response English questions. This question proved most effective in discriminating between the most successful students and the vast majority who, as expected, found this question quite demanding.

The most frequent correct answer was to Q12(a). *Griechenland* was familiar to many although it was sometimes translated as Greenland. The remaining question parts required students to express themselves quite precisely in order to gain the marks. The correct answer to Q12(b) was sporty people although examiners often saw this wrongly expressed as sports people or sports fans. In Q12(c) it was vital to have an understanding of the whole phrase rather than just key vocabulary in order to gain the marks. There were a number of acceptable answers, winning money being the most frequently encountered. Winning prizes was not precise enough to be credited.

### **Section B**

#### **Question 13 (Sommerarbeit)**

Students had to listen to Lukas discussing his summer job and then fill in the gaps in target language sentences. Answers were chosen from a list of 11 words.

This style of target language question poses significant challenges for students at Foundation 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. Answers often require simple deductions e.g. in Q13(c) *Kunstgalerien* and *Schlösser* are some of the tourist sights (*Sehenswürdigkeiten*). The most accessible part was Q13(e) where many students were able to identify *schwierig* as a synonym for *die Arbeit ist schwer*. Perhaps unsurprisingly, Q13(a) proved demanding for many students despite *Verkehrsamt* featuring prominently in the minimum core vocabulary.

Students would be well advised to use the 5 minute reading time at the beginning of the examination to ascertain which words could possibly fit in each gap and make grammatical sense, thereby making the actual listening task a little more straightforward.

## Question 14 (Leichtathletik)

Students listened to Karin discussing her fellow athletes' characteristics. The question required students to fill the 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 did not have to supply their own words to complete the sentences but were only permitted to use one of the four words provided. Each of the possible answers was an adjective describing character.

This question produced the full range of marks at Foundation Level and proved more accessible than Q13, the other target language question. Many students proved able to assign characteristics to the friends based on their actions. Q14(a) and Q14(b) were most frequently answered correctly. The most difficult link proved to be that between *trifft sich Yasmin sehr gern mit Athleten aus Europa* and the adjective *freundlich*.

There is still a small minority of students who do not use the words provided but their own suggestions, thereby inevitably scoring 0 for this question.

### Advice to centres

- Advise students 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 students to check the number of marks available for each question. If there are two marks available two pieces of information will be required.
- Students should ensure that they are familiar with the full range of vocabulary contained in the Foundation Level minimum core vocabulary.
- Students should use the five minutes' reading time at the beginning of the examination to read the questions extremely carefully, paying particular attention to the question words.
- Students should focus on understanding whole sentences rather than just individual words.

### Section B

Questions 13 and 14 are set in the target language and require candidates to complete sentences in Question 13 and to identify the appropriate adjective in Question 14.

### Tip

- Advise candidates to use the reading time to try and work out in Question 13 which answers possibly make sense in the context and which part of speech is required to complete the questions e.g. Q13(a) *Lukas arbeitet im .....* requires a noun.
- Simple synonyms are often the key to success in the target language questions.