



Pearson
Edexcel

Examiner's Report
Principal Examiner Feedback

Summer 2022

Pearson Edexcel GCSE
In German (1GN0)

Paper 1H: Listening and understanding 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. Students had 40 minutes in which to complete their answers; this included five minutes of general reading time at the start of the examination.

Students found the paper more accessible this year than was the case before the COVID lockdowns. As before, 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. The quality of some candidates' handwriting continues to cause concern as at times it was impossible to assess work accurately. When crossing out answers students must make it clear what they intend their final answer to be. This is particularly important on multiple-choice questions.

Section A

Question 1 (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 given list of 11 words. This style of target language question poses significant challenges for less successful 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 full marks on his question.

The most frequent correct answers were (b) and (e). Answers often require simple deductions e.g. in Q13(c) *Kunstgalerien* and *Schlösser* are some of the tourist sights (*Sehenswürdigkeiten*). In Q13(e) most students were able to identify *schwierig* as a synonym for *die Arbeit ist schwer*. Perhaps unsurprisingly, Q13(a) proved demanding for a number of 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 2 (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 was well done by the majority of students at Higher Level and proved more accessible than Q1, the other target language question. Many students proved able to assign characteristics to the friends based on their actions. Q2(a) and Q2(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*.

Section B

Question 3 (Film theme park)

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

This question was answered extremely well at Higher Level. There were very few errors on Q03(ii), Q03(iii) and Q03(iv). On Q03(i) some students misinterpreted the key word *kostenlos* and assumed that, at best, birthday tickets would be discounted not free.

Question 4 (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. At Higher Level students found this question highly accessible and many 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 5 (Family disagreements)

Students had to listen to a discussion about family disagreements and then answer three multiple-choice questions. This question proved accessible to most students. All parts of the question were answered well, Q05(a) in particular, despite *reif* not being a frequently encountered adjective. Some students answered school for Q5(c) although *Beruf* is a frequently used word in the work topic.

Question 6 (Fundraising in school)

Students had to listen to an interview about a fundraising initiative and answer open response English questions on the content of the interview. This question proved an excellent discriminator. The vast majority of students were able to gain some marks although completely correct answers were fairly rare. More successful students proved able to identify relevant detail and understand the global meaning of sentences, necessary to answer Q06(b) in particular. In questions like this it is crucial to listen out for the meaning of whole sentences rather than individual words.

Q06(a) was answered correctly by most students. Examiners accepted a range of positive adjectives to convey the spirit of the verb *danken*. Q06(a)(ii) required very precise answers. The majority of students had an inkling of what was required but answers were often too vague to be credited. Examiners insisted on the precise meaning of *Wörterbücher* rather than the generic "books". "Repair the building/school" was another frequently encountered answer. However, students needed to realise that the repairs were specifically for the chemistry laboratory. In Q06(b)(i) both elements of the key word *Kuchenverkauf* needed to be understood. "Selling food" or "making cakes" was not sufficient. Only a few students gave the

alternative, arguably more accessible, answer "selling flowers". In Q06(b)(iv) most students were familiar with the key adjective *stolz*.

Question 7 (The city of Trier)

Students had to listen to a podcast about the city of Trier and then answer English open response questions on the content. This question produced the complete range of marks, full marks being more common than on Q06. Successful students were able to extract the key material from a complex text and answer with precision e.g. to answer Q07(a)(ii). Those who were less successful tended to omit key details from their answers and produce responses that were not specific enough to be credited.

Q07(a)(i) was generally well answered although some student omitted the key detail "in Germany" claiming that Trier is the oldest city. There were a number of acceptable answers to Q06(a)(ii) although all required global comprehension of a whole phrase rather than just individual words. The most frequently seen incorrect answer was "easy to find work". In order to be credited students needed the idea of "work in other countries". Students should realise that if they give three answers to a two mark question only the first two will be marked. Examiners saw examples where a correct answer was given as the third answer and could therefore not be credited. In Q06(b)(iii) most understood the key word *Geburtsort* although a minority mentioned his later work in Paris or Manchester. In Q07(b)(iv) it was essential to understand both elements of *Familienleben*. Family was not acceptable as it would not include Marx himself.

Question 8 (Talent shows)

Students had to listen to an interview about talent shows and then complete multiple-choice sentences. This question proved accessible to most students and produced a wide range of marks. More successful students picked out even those answers which contradicted commonly held views about talent shows.

The most accessible parts were Q08(a)(ii) and Q08(b)(ii), both answered correctly by the vast majority of students. In Q08(a)(iii) *erfahren* was unfamiliar to some. Some students assumed that the contestants would be anxious. In Q08(b)(i) many students assumed, perhaps unsurprisingly, that the purpose of a talent show is to find talent. However, the interviewee had a different opinion. More successful students realised the significance of *die Zahl der Zuschauer*. In Q08(b)(iii) the key phrase was *ganz wenige*, familiar to about half of students.

Question 9 (Cycling)

Students listened to an interview about cycling 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) less successful students produced vague answers which often did not relate to the interview at all. Correct answers needed to be very precise and to mention traffic jams and car engines running. In Q09(a)(ii) less successful students implied that the traffic noise would be in the village he wanted to move to rather than at his current address. Q09(a)(iii) was frequently correctly answered although imprecise English expression sometimes led to marks being dropped e.g. by suggesting that cyclists needed to buy less fuel rather than none at all. Some students merely said that it was cheaper, unfortunately not precise enough to be credited. The focus in Q09(a)(iv) was on air pollution. Answers which talked about pollution in general could unfortunately not be credited.

The second part of this question proved slightly more accessible than the first part; many students gained at least two marks. In Q09(b)(i) successful students mentioned the cost per month rather than just *hundert Euro*. Most students gained at least one mark for Q09(b)(ii) although only a few gained the second mark by mentioning that cycling helps Herr Müller get to know his town better. Q09(b)(iii) was often well answered. There were a number of possible correct answers, the most frequently mentioned correct ones being "meets members of the cycling club" and "it's fantastic".

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 (Studying abroad)

Students listened to a radio interview about studying abroad. 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.

The language in this listening excerpt was demanding but the multiple-choice test type enabled most students to gain some marks. In Q10(i) successful students identified both correct sentences without too many difficulties. The most frequently encountered incorrect answer was (A) studying abroad can be a disappointment where students failed to recognise the importance of *nicht in ich kenne keinen einzigen Studenten, der seinen Aufenthalt im Ausland nicht gemocht hat*. Many students understood that *ein Jahr im Ausland zu leben, bleibt für die meisten Leute nur ein Traum* indicated that most people do not get the chance to live abroad (E). Q10(ii) produced many correct answers, particularly (B) which relied on comprehension of the phrase *andere Unterrichtsmethoden erleben*. Rather less successfully done was (C), which relied on understanding a more challenging verb *bevorzugen*.

Advice for future performance

Section A

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

Tips

- Advise students to use the reading time to try and work out in Question 1 which part of speech is required to complete the questions. Q01 (b) *Er arbeitet mit seinem* requires a noun.
- 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.
- Simple synonyms are often the key to success in the target language questions.

Section B

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

Tips

- Advise students to listen to the whole sentence or paragraph rather than just 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 students to respond to questions in English.

Tips

- 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 remember that if they give two answers for a one mark question examiners will only mark the first answer.
- Students 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.

General advice

- 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.