

Examiners' Report

Principle Examiner Feedback

Summer 2019

Pearson Edexcel International GCSE
in German (4GN1) Paper 01

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Introduction

The listening paper in the new International GCSE specification is worth a total of 40 marks. Questions increase in demand as the paper progresses. Candidates have to complete a range of tasks with a variety of test types based on a selection of topic areas taken from the specification. Test types include identifying the meaning of individual words in context, differentiating between the content of various speakers' words, deducing the main points of a report and taking notes in German to show an understanding of the main points in a passage of spoken German. For the most part, the vocabulary used is taken from the minimum core vocabulary list in the specification, although some unfamiliar vocabulary may be used in the later more demanding questions.

Candidates have five minutes to read through the paper to prepare for what they will hear. This is a good opportunity to think in advance about the sort of vocabulary which might be included in the listening passages and to ensure that the requirements of each task are clearly understood. Of course, vocabulary is not tested alone. In context, common words may be linked to new ideas. It is taken for granted that candidates are familiar with the range of grammatical structures listed in the specification.

In this first year of this new specification, it was clear that centres had prepared candidates well. Throughout the paper, many candidates managed to score at least 1 or 2 marks on each of the seven questions although the final note-taking exercise proved to be the most demanding.

Question 1 (*Schulregeln*), question 4 (*Kindheit*) and question 5 (*Musik*) required non-verbal responses in which candidates had to put a cross against the correct answers. Whilst most candidates were able to score full marks on the relatively straightforward matching test in question 1, the two other tests proved more challenging. In question 4, there were few problems when candidates identified a clear positive or negative message in the speaker's words, eg in (iv) Corinna, or (iv) Leyla. However, when there was a degree of deduction, candidates often struggled to choose the correct answer. For example, in (ii) it was necessary to identify that Conny enjoyed being alone whilst others did not which meant that her view was positive.

The multiple-choice task at question 5 required candidates to listen to an extended interview and to choose the correct option. Again it was necessary to understand words in context. For example, in (d) candidates had to make the link between the fact that Robert won the competition in Weimar and the concept that this was a great success. Other options could be eliminated because they were negated by what Robert said. Extracting this detail from the text required careful listening and logical deduction.

Comments about the other question in this paper with examples are given in this report.

Question 2

Question 2 (*Transport*) needed careful listening to, for detail of what each speaker said about the two main methods they used for getting to work.

Although many candidates had no problem at this level, some lost an opportunity by ticking the wrong number of boxes, either too few or too many. In this task it was necessary to listen out for and discard the negative ideas such as *Ich habe kein Auto* or *Der Bus ist für mich nicht möglich*.

Question 3

To gain full marks in question 3, candidates had to take short notes in German based on an advertisement for a hair salon. The skill required here was to select the correct information and to discard the extraneous information. Generally, only very short answers are required, one word or a number. Candidates who write too much or give alternative answers often negate a correct answer.

It was surprising that a large number of candidates were unable to select the correct times and that many had forgotten that *halb zehn* is in fact 9.30. It may be that some did not understand the word *Öffnungszeiten*.

The following example shows how a candidate loses marks by adding too much information.

3 Mach Notizen über den neuen Friseursalon.

Fülle die Tabelle **auf Deutsch** aus.

Beispiel: Name: **Haarfabrik**

(a) Wo: *Stadtmitte* (1)

(b) Ruhetag: ~~Montag~~ *Montag - Mittwoch* (1)

(c) Öffnungszeiten: *a* bis
..... *18:00 Uhr* (2)

(d) Haarschnitt 25 Euro für: ~~haar~~ *haar schneiden* (1)

(e) Termin machen - wie: *telefon* (1)



The answers to (a) and (e) are correct. However, in (b) the candidate has selected the two days mentioned in the text without making the vital distinction between what is to be the case and what is not the case. Only one of the times in (c) is correct. In (d) *Haren* or *Haaren* was not an acceptable answer. Although minor spelling mistakes are tolerated, this misspelling clearly suggests something other than what is intended. 3 marks have been awarded.



In advance of this examination, candidates should revise times, days of the week and months.

Candidates who listened carefully and selected the relevant details were able to score full marks for this question.

3 Mach Notizen über den neuen Friseursalon.

Fülle die Tabelle **auf Deutsch** aus.

Beispiel: Name: Haarfabrik

(a) Wo: ~~Süd~~ Stadt mitte (1)

(b) Ruhetag: Mittwoch (1)

(c) Öffnungszeiten: 9:30 bis
..... 18:00 (2)

(d) Haarschnitt 25 Euro für: Herren (1)

(e) Termin machen - wie: Telefon / Handy (1)



This candidate succinctly and clearly gave all the relevant facts. The alternatives given at (e) do not confuse the answer.



In advance of this examination, candidates should practice picking out the correct information from a longer passage of German. Teachers should also ensure that candidates know the answer can be given in one word.

Question 6

The challenge of question 6 (*Jugendliche in der Schweiz*) is to select the correct word from the box to complete the sentences. Often candidates need to identify synonyms or opposites as well as ensuring that the word chosen completes the grammatical pattern of each sentence accurately.

Many candidates struggled at this level to make the correct selections with many clearly resorting to guess work. However, marks were often gained by candidates who worked out that friends rather than parents were often the favoured role models of young people in (d) and that most young people aimed to be content rather than rich in the future in (f).

Question 7

The most challenging question on the listening paper is the note-taking task in question 7. Not only is it necessary to identify what is positive and what is negative but the answers need to be placed in the correct box. In this year's case it was a comparison between Munich and Berlin. However, candidates should note that the answers do not simply need to be transcribed from the text as this often leads to a lengthy jumbled selection of words with no clear meaning. Instead, they should aim to capture the essence of each point. Although many struggled at this level, points were often scored by identifying that Munich was *sauber* or Munich was *teuer*.

Although it is not necessary to write long answers, the detail must be correct. For example, a positive attribute of Munich was not simply that you could go skiing, but that the city was close to the mountains. Similarly, in Berlin the fact that there are shops was not enough: it was necessary to include the detail about going shopping at all hours to secure the mark.

7 Herr Lehmann beschreibt das Leben in Berlin und München. Was sagt er?

Mach Notizen **auf Deutsch**. Vollständige Sätze sind nicht nötig.

| | Vorteile | Nachteile |
|--|---|---|
| Beispiel: Berlin und München | multikulturelle Städte | hektisch |
| Berlin | (a) ausgezeichnet öffentlicher Verkehrsmittel (b) man kann rund um die Uhr einkaufen | (c) Sehr keine die richtige Stadtwirte |
| München | (d) sauberer als Berlin (e) München ist nah an den Alpen | (f) man kann Tee lebenskosten |



This candidate has captured all the relevant detail, expressed it succinctly and in the correct box and scores full marks.



The amount of space given to write the answer is sufficient. Candidates should realise that long answers are not required here.

There is often more than one possible answer which allows candidates an element of choice as to which they choose.

| | Vorteile | Nachteile |
|--|--|--|
| Beispiel: Berlin und München | multikulturelle Städte | hektisch |
| Berlin | (a) Das kulturelle Angebot ist riesig (b) Man kann ^{so} rund die Uhr einkaufen gehen | (c) Das Verkehr immer ist |
| München | (d) Ein sauberer Stadt als Berlin (e) Das ist Häuser sind nicht so teuer. | (f) Die Einwohner haben einen Scharade, der schwer verstehen ist |



This candidate has also scored well. They gain marks by including the detail that the cultural offering is enormous in Munich, rather than simply saying that Munich has culture and that the speaker often found it difficult to understand the Bavarian accent. However, the point made at (e) is misunderstood. This response gained 5 marks.



This test type places familiar language in an unfamiliar context. It is vital that candidates do not assume answers, but rather listen carefully for the detail.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- be familiar with words from the minimum core vocabulary list
- learn vocabulary in word groups or keep lists of synonyms and antonyms
- practise each test type regularly and know the requirements of the listening paper
- approach each question positively: it may be that a more demanding question contains more familiar vocabulary
- ensure that they answer each part of each question; sometimes a guess is better than leaving a blank space
- never cross more than the required number of boxes in a question
- use the first five minutes of the examination wisely to think about what they might hear
- prepare to listen for gist as well as individual words
- use logical deduction to eliminate wrong answers in multiple-choice tasks
- write only short answers in note-taking tasks.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

