



Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International GCSE
In German (4GN1/01)

Unit 01: Listening

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

Summer 2022

Publications Code 4GN1_01_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Principal Examiner's report

To allow for the disruption caused by the pandemic, the listening paper had been amended to remove words which did not appear on the minimum core vocabulary list in the specification. In addition, some words in questions 4, 5 and 6 had been glossed to avoid any confusion for candidates.

It seemed that candidates had been well-prepared for the listening paper and some were able to score very high marks.

Question 1 - Schule

Candidates were required to match four statements about school subjects to the appropriate icons in a grid from a range of eight.

This question on a very familiar topic provided a positive start to the paper with the majority of candidates picking up four marks as intended. There was occasional confusion of *Erdkunde* at (c) and *Geschichte* at (d).

Question 2 – Meine Gegend

Candidates heard three speakers in turn describing places in their area and had to match these to icons in a grid from a range of eight.

Many candidates were not as familiar with places in the town as might have been expected. *Brunnen*, *Hafen*, *Verkehr* and *Freibad* often caused problems.

If a candidate crosses more than the required number of boxes, one mark is deducted from the correct answers for each extra cross. A significant minority of candidates lost one or more marks in this way. Others did not cross enough boxes.

Question 3 – Essen und Trinken

The recording was of one speaker describing food preferences and plans for a picnic. The short note-taking task required candidates to identify one word or a short phrase in response to six cues.

Although there were many candidates who scored five or six marks here, some struggled to understand the whole passage. *Rindfleisch* and *Metzger* were unfamiliar words to many. To allow for this, reasonable spellings of these words were accepted.

Others were unable at (f) to distinguish between the correct answer (*Wasser*) and the distractors (*Milch* or *Kaffee*).

On a more positive note, most managed to identify the correct information at (c), (d) and (e).

Question 4 – Familie

Following an example, six speakers talked about their families. The task was to identify whether the speaker was talking about the past, the present or the future by putting a cross under the correct timeframe in a grid against each speaker's name.

The glossing of *Vergangenheit*, *Gegenwart* and *Zukunft* helped many candidates to score at least some marks for this task. They were clearly helped by the time indicator given in the recorded extract or by the grammatical tense used.

Question 5 – Freiwillige Arbeit

Candidates heard an interview with Sofia who had completed some volunteer work at her local museum. The multiple-choice task had four options for each of six statements.

Having a choice of answers available seems to allow candidates to do well in this question and many scored three or four marks. The most challenging parts were (b) and (c) and some managed to identify that Sofia wanted to gain experience at (a) and that she found the art works useful at (d). A large number of candidates managed a positive end to the task by scoring two marks at (e) and (f).

Question 6 – Vorbilder

This question was based on part of an interview with a German sportswoman. Candidates had to complete six sentences with a word from a choice of twelve from a box above the grid.

The nature of this question with a longer extract to listen to only twice towards the end of the paper challenged many candidates. Even the relatively straightforward link between *Leichtathletin* and *Sportlerin* at (a) eluded all but the most successful. Those who scored highly here were able to recognise the less familiar words in the box (eg *beeinflussen* and *großzügig*) and complete the sentence using their knowledge of grammar.

Question 7 – Klima

The final task on this paper required candidates to take detailed notes from an interview with a climate expert, identifying two advantages and one disadvantage of the weather in North Germany and Austria.

In most parts, a combination of details was required. For example, *viel Sonne* on its own was only accepted as an advantage at (a) or (b) if linked to the correct season.

A reasonable attempt at German spelling was accepted as long as the candidate's intention was clear. Words which caused problems were *trocken*, *Herbst* and even *mild*.

Many less successful candidates were challenged by the detail of *angenehm im Herbst* and *Nebel an der Küste*. The latter was often interpreted wrongly as *Nebel und Küste*.

Despite challenges, even the least successful candidates often managed to pick up a final mark on the paper by identifying *extreme Temperaturen* as a disadvantage in Austria.

Conclusion

To ensure success in this paper, candidates should:

- learn as wide a range of vocabulary as possible from the minimum core vocabulary list in the specification,
- think of vocabulary in word fields rather than as individual items (eg *Karotten* and *Kartoffeln = Gemüse*),
- practise listening to language in a range of different contexts and with passages of varying lengths,
- listen to the overall sense of the passage rather than simply for individual words so that they can understand details and gist,
- practise taking short notes in German,
- think about how to best use the five minutes' reading time before the recording starts.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom