

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCSE
in German (4GN0/01)
Pearson Edexcel Certificate
in German (KSP0/01)

Paper 1: Listening

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International GCSE/Edexcel Certificate German Paper 1 Listening Examiners' Report

This paper tests candidates' ability to understand spoken German in a variety of contexts, both formal and informal. The incline of difficulty in the paper means that passages grow in length and complexity as the examination progresses.

This year's paper discriminated well and allowed weaker candidates to score reasonably well up until about Question 15, whilst the more able candidates were able to show their skills in the more demanding passages towards the end of the paper.

It is important that candidates are prepared thoroughly for this paper. This means giving them regular listening practice throughout the course, ensuring that all topic areas are covered equally and making sure that they are aware of the varying demands in the different types of questions. At the beginning of the paper they must be able to identify familiar words and ideas and also extract details from longer passages. As the level of demand increases, they are required to extract opinions and make assumptions from the overall gist of a passage which may include some unfamiliar language.

It seems that most centres prepare candidates fully for the demands of the paper, although occasionally it is clear that some topic areas have been neglected, or perhaps forgotten by the candidate.

Most responses required are non-verbal with the exception of Question 19 in which candidates are required to write short notes in German. Where candidates answered Question 16 by entering words rather than the required letters credit was given if the word was correct.

Candidates should be encouraged to make the most of the five minutes' reading time. Many take the opportunity to gloss English words or icons with German so that they are already prepared for what they might hear before the recording is started. This is good practice.

Questions 1-3 - Kleidung

For most this was an encouraging start. *Handschuhe* was not known by some, but otherwise the majority scored full marks.

Questions 4-6 - Im Café

Items of food were well-known. However, *Ananas* was often confused with *Banane*.

Questions 7-12 - Umwelt

Very few candidates struggled with this topic which was clearly well-rehearsed. The most common error was in Question 9 in which *Glasflaschen* seemed to cause problems: some mistakenly chose the bus icon at E for this answer.

Question 13 - Schule

Here, candidates were required to listen carefully to what was said and to match the topics from the list. Vocabulary did not seem to cause any problems, although *Hausaufgaben* at K was often wrongly crossed perhaps because that is what candidates wanted to hear. There were very few instances of candidates choosing too many answers. When this does happen the extra number crossed is subtracted from the number of correct answers.

Question 14 - Teilzeitjob

Some weaker candidates began to falter at this stage in the paper. Often they assumed that the boy did gardening work for neighbours rather than his family, focussing on one word rather than the whole phrase *Familien, die in der Gegend wohnen*. Another common error was he worked in autumn or winter rather than summer. Again the detail only became clear when the whole section of text was taken into consideration. Nevertheless, (v) and (v) were usually correct.

Question 15 - Nachrichten

This proved to be a very easy question for all candidates.

Question 16 - Einkaufen

The dialogue about the dress was an excellent discriminator. Weaker candidates often opted for the word which they heard, e.g. *klein* or *kurz*, rather than the opposite which had to be deduced. However, it was noted that a significant majority of candidates scored one mark for (iii) or (iv).

Question 17 - Fernsehen

The interview about Monika's television habits contained mostly familiar vocabulary, but again candidates had to listen carefully to deduce the detail in what she said. Whilst (iii) and (iv) caused few problems, the other parts of the questions proved too confusing for some. Particularly part (v) was regularly misunderstood with many candidates thinking that she never did her homework.

Question 18 - Schulsport

This was a demanding passage containing a vast amount of information to be understood on two hearings. However, it was pleasing that many candidates managed to score at least one or two marks. The most

common wrong answers were A and J. Although the words on the paper were heard in the report, candidates had to listen very carefully to understand the full meaning of what was being reported.

Question 19 - Urlaub

This was the most demanding question in the paper. Although there were fewer completely blank pages this year, many scripts failed to give the required detail in the answers to gain the marks. The common problems were:

- repetition of the example
- a detail given in the wrong section, i.e. and advantage listed as a disadvantage
- spellings which formed another word (e.g. *selten* rather than *Zelten*)
- nonsense words (e.g. *Iceland* rather than *Ausland*) or *Grillen im Fryer* rather than *im Freien*)

In instances where spelling was incorrect but it was clear that the candidate had understood the meaning, examiners awarded marks. Every effort is made to err on the side of the candidate. However, at this level when the question is targeted at A* it is reasonable to expect the correct detail to be given. Thus candidates had to mention a positive aspect of the walking paths rather than just that they existed and the sense that the son had met friends in North Germany last year was the correct answer rather than that he could make friends.

Very few candidates scored in excess of five marks for this question, but those who did had clearly been well-trained to cope with the demands of note-taking. It is recommended that candidates are given plenty of practice of this type of question in advance of the examination.

Grade Boundaries

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