



Examiners' Report Principal Examiner Feedback

Summer 2025

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, German.

Candidates 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 candidates coped well with all topics featured on the paper. Centres are reminded that all the vocabulary on the paper is drawn from the vocabulary list.

Centres entered their candidates appropriately at Foundation level for the most part. The Foundation examination differentiated well between candidates of different abilities. Weaker candidates 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.

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 (Jobs)

Candidates were asked to identify three correct jobs from a given list of seven, identifying which jobs Oliver mentions. This question tested candidates' understanding of key vocabulary items listed in the core vocabulary and proved a successful introduction to the paper for the vast majority of candidates, many of whom scored full marks.

The most frequent correct answers were *baker* (B) and *police officer* (E).

Question 2 (Going to a restaurant)

Candidates listened to a conversation about a visit to a restaurant. Candidates were asked to select the correct answer from four possible ones. This question was done well by most candidates.

The question targeted familiar nouns set in a familiar topic. The most frequent correct answer was (i); almost all candidates were able to pick out *Samstag* as the correct answer. Most candidates were able to correctly identify *Dom* as *cathedral*. *Hähnchen* in (iii) was sometimes confused with answer (c) and assumed to mean ham.

Question 3 (Interests)

Candidates listened to three people discussing their interests and had to identify what was mentioned from a list of seven interests. This question proved accessible to most students; most candidates managed to score at least 2 marks.

Almost all candidates were able to identify dancing (C). Rather more candidates had problems identifying *Federball* (F) as badminton.

Question 4 (School trips)

Candidates had to listen to some young people talking about school trips and then complete three sentences, choosing three words from a choice of seven. This question was answered well by candidates with many gaining full marks. Most candidates coped well with (a) *Küste* and (b) *Busfahrt*. In (c) a number of candidates fell for the distractor *Museum* not noticing the negative opinion given. However, the adjective *fantastisch* led most candidates to the correct answer *Eis*.

Question 5 (Cinema)

Candidates had to answer four English questions about a visit to the cinema. This open response question targeted specific items of basic vocabulary, e.g. means of transport and times. All four parts of the question required a very short answer. Although open response questions often prove more challenging this question was answered more successfully than its counterparts in previous years. A substantial number of candidates gained full marks. The most frequent correct answer was Q05(a) on foot. Q05(b) (*Krimi*) was largely correct although examiners did not credit criminal, a frequently seen response. Q05(c) was almost always correct as candidates only had to recognise the number *sieben*. Q05(d) was also well done. A few candidates answered (d) in German and therefore could not be credited.

Question 6 (Football tournament)

Candidates were asked to identify what two girls say about a football tournament. They had to complete simple sentences, choosing from a selection of given words. This question was done well, the majority of candidates gaining close to full marks. In Q06(a) candidates had to distinguish between past and present football opponents, which was successfully achieved by most candidates. Q06(b) was an either/or choice with the majority of candidates able to interpret *verloren* correctly. Q06(c) produced some guesses although most candidates knew the meaning of *schwer*.

Question 7 (Weather forecast)

This question required candidates to identify the three correct sentences from a list of seven in a weather forecast. The weather is a topic area with which candidates often struggle and therefore it was encouraging that this was not the case this year. The vast majority of candidates scored at least two marks on this question. Where marks were lost it was often because the key words *neblig* and *bewölkt* were unknown.

Question 8 (Speaking English)

Candidates had to answer English questions about Mehmet speaking English. Open-ended questions requiring candidates to answer in English continue to be challenging for many at Foundation Tier. However, performance on this type of question is undoubtedly improving; this year the majority of candidates scored at least 2 marks although full marks were still rare. Most candidates answered Q08(a) correctly although examiners saw some answers claiming that Mehmet had been learning English for 6 weeks or even 6 minutes! Q08(b) proved the most difficult part of this question. Many candidates missed the essential point that Mehmet's aunt did not speak German and assumed that Mehmet did not speak German or that he wanted to practise his English. Q08(c) was answered correctly by most candidates although a few assumed that he already had a job rather than looking for one in Scotland.

Question 9 (Art competition)

Candidates listened to an account about an art competition and then completed a multiple-choice exercise. Performance on this question was rather better than on the corresponding questions over the last few years. Candidates found Q09(ii) and Q09(iv) the most accessible parts of this question. The least successfully answered part was Q09(iii) where candidates had to link *ein Bild von meiner besten Freundin* with painting a person.

Question 10 (Being green)

Candidates were asked to listen to information about an environmental group and answer English questions on the recording.

This question proved taxing for most candidates, largely because the environment is a difficult topic area in a listening examination. This is particularly the case if open response answers are required. In Q10(a) *Fußgängerzone* was unknown to most candidates despite featuring in the Foundation tier vocabulary list. Some candidates clearly had an inkling of what it must mean but were unable to express themselves clearly enough to gain the mark. Others heard *Fuß*, decided that it must have something to do with football and assumed it must be a football stadium. Q10(b) required a precise answer, town centre rather than just town. In Q10(c) candidates needed to understand that traffic was bad in the morning rather than all day. Only the minority of candidates understood the importance of *morgens*. Q10(d) required candidates to phrase their answers carefully to make clear that people should take their rubbish home. This proved taxing for many candidates.

Question 11 (Future plans)

Candidates were asked to identify detailed information about Petra's future plans. They had to select the three correct statements from a given list of seven statements. The test type helped to ensure that almost all candidates gained some credit here. Most picked out the key phrase in (C) *im Freien*. *Ausbildung* in (D) was known only to stronger candidates. In (F) many appreciated that if there is *in dieser Industrie viel Arbeit* it will be relatively easy to find a job.

Question 12 (Holiday resort)

Candidates listened to a description of Julian's last holiday and then answered open response English questions. This question proved most effective in discriminating between the most successful candidates and the vast majority who, as expected, found this question demanding. The key phrase for Q12(a) was *nicht weit von*, which was required to access the mark. It was not sufficient or correct to say the resort was in the mountains. In Q12(b) *Wohnwagen* was known by only a small minority of candidates. For Q12(c) the vast majority of candidates gave swimming as their answer. This was indeed mentioned in the transcript but was followed by the vital information – *wir sind gesegelt ... das hat uns am besten gefallen*. Q12(d) was answered successfully by many candidates. The most common error was to interpret *Griechenland* as Greenland.

Section B

Question 13 (Lesen)

Candidates had to listen to Katarina talking about reading and then fill in the gaps in target language sentences. Answers were chosen from a list of 11 words. Examiners saw the full range of marks on this crossover question at Foundation Level.

This style of target language question poses significant challenges for candidates 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 candidates chose words which fitted grammatically into the sentences, whereas those who were less successful often picked words completely at random. A few candidates chose their own words rather than picking from those in the box, as required by the rubric. This was most frequent in Q13(d) where examiners encountered *spannend* from the recording rather than *aufregend* from the question paper. Answers often depend on knowledge of synonyms e.g. in Q13(a) *Zeitschriften* on the recording equated to *Magazine* on the question paper. In Q13(c) *ab und zu* on the recording equated to *manchmal* on the question paper. In Q13(e) *gut gelaunt* on the recording equated to *glücklich* on the question paper. Q13(b) required candidates to recognise that if Katarina was *beschäftigt* before dinner she could not read until later.

Question 14 (Einkaufen)

Candidates listened to Julia discussing shopping. The question required candidates 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. Each of the possible answers was a name. This question produced the full range of marks at Foundation Level and proved more accessible than Q13, the other target language question. Q14(d) proved the most accessible part because candidates were able to link *hatte ein Problem* on the question paper with *kaputt* and *musste zurückschicken* on the recording. As in Q13, some of the answers depended on knowledge of synonyms. In Q14(a) candidates had to link *Laden* with *Geschäft*. In Q14(c) the key phrases were *oft* on the question paper and *jede Woche* on the recording.

Advice to centres

- Advise candidates 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 candidates to check the number of marks available for each question. If there are two marks available two pieces of information will be required.
- Candidates should ensure that they are familiar with the full range of vocabulary contained in the Foundation Level vocabulary list.

- Candidates should focus on understanding whole sentences rather than just individual words in order to eliminate distractors more readily.
- Handwriting needs to be legible. Examiners cannot mark what they cannot decipher.

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