



Examiners' Report Principal Examiner Feedback

Summer 2024

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. Candidates had 40 minutes in which to complete their answers; this included five minutes of general reading time at the start of the examination.

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 candidates give three answers for a two mark question it is only the first two which 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 candidates must make it clear what they intend their final answer to be. This is particularly important on multiple-choice questions.

Section A

Question 1 (Als ich jünger war)

Candidates had to listen to Leonie discussing her early life and then fill in the gaps in target language sentences. Answers were chosen from a list of 11 words. This style of target language question poses significant challenges for less successful candidates 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 candidates chose words which fitted grammatically into the sentences, whereas those who were less successful often picked words completely at random.

Half of candidates at Higher Tier were able to score full marks on this question. 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 Q01(e), where examiners sometimes encountered *Sportzentrum* from the recording rather than *Freizeitzentrum* from the question paper. Answers often depend on knowledge of synonyms, e.g. in Q01(a) *Innenstadt* on the recording equated to *Stadtzentrum* on the question paper. In Q01(c), *Großmutter* on the recording equated to *Oma* on the question paper. Q01(d) required simple deduction: candidates had to recognise that Leonie's best friend was successful as she had good grades at school.

Candidates 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 (Meine Zukunft)

Candidates listened to Jana discussing her school subjects. 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. Candidates could not 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.

This question was well done by the majority of candidates at Higher Level, many scoring full marks. It proved more accessible than Q01, the other target language question.

Q02(b) proved the most accessible part, probably because *die Arbeit langweilt mich* was almost identical to the adjective *langweilig*. The most taxing parts of this question proved to be Q02(a) and Q02(e). In Q02(a), candidates had to link *ich muss nichts bezahlen* with *kostenlos*. In Q02(e), *eine Menge Geld* was understood by many but it was clear that many candidates thought *kostenlos* meant costly.

Section B

Question 3 (Travelling to Italy)

Candidates listened to a podcast about travel and then completed a multiple-choice exercise. Many Higher Tier candidates scored full marks on this question. All candidates found Q03(i) and Q03(iv) the most accessible parts of this question. The least successfully answered part was Q03(ii); some candidates assumed that smaller towns must have less to see or fewer restaurants. In Q03(iii), some candidates did not make the link between *empfehlen* and the fact that hiring a bike would be a good idea.

Question 4 (Environmental campaigns)

Candidates were asked to identify detailed information about environmental campaigns. They had to select the three correct statements from a given list of seven statements. Most Higher Tier candidates scored well on this question. The key phrase in (C), *unseren Wald schützen*, proved particularly taxing for less successful candidates. In (G), *die vielen Plastiktüten am Fluss aufsammeln* proved a stumbling block for many. The most frequent incorrect answer was (F) use less plastic. Less successful candidates recognised the first element in *Plastiktüten* and drew the wrong conclusion.

Question 5 (Restaurant complaint)

Candidates had to listen to a complaint in a restaurant and then answer three multiple-choice questions. This question proved very accessible, with most candidates scoring full marks. All parts of the question were answered well, particularly Q05(i) and Q05(ii).

Question 6 (European sports championships)

Candidates had to listen to an interview about the European sports championships and answer open-response English questions on the content of the interview. The vast majority of candidates were able to gain some marks, although completely correct answers were very rare. In questions like this, it is crucial to listen out for the meaning of whole sentences rather than just individual words.

Only the most successful candidates answered Q06(a)(i) correctly. The most frequent incorrect answer was that the championships were taking place in that town for the first time. Q06(a)(ii) required candidates to reference the millions of viewers. Many candidates made inferences which could not be supported by the recorded material. Although very many candidates scored one mark on Q06(b)(i), it was rare to see the full two marks awarded. This was largely because answers were not precise enough; 'happy' on its own was not sufficient, the answer had to state 'happy to win'. The key word in Q06(b)(iv) was *ausverkauft*, known only to the most successful candidates.

Question 7 (Town festival)

Candidates had to listen to a podcast about a town festival 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.

The majority of candidates answered Q07(a)(i) correctly, although 1815 was a common incorrect alternative. Q07(a)(ii) required candidates to phrase their answers carefully and, in particular, to include the idea of celebration. Many candidates, however, merely stated that winter is long and cold. In Q07(b)(iii), candidates needed to include the idea of parading or walking through the town centre. Walking into town was not quite accurate enough. Many candidates scored well on Q07(b)(iv), although there was a substantial minority who mentioned going to a castle, presumably because they misinterpreted *geschlossen*. Where candidates provide two pieces of information for a one mark question, it is worth noting that it is only the first information that will be marked even if the second answer is correct.

Question 8 (School issues)

Candidates had to listen to an interview about school life and then complete multiple-choice sentences. This question was answered well by most candidates.

The most accessible parts were Q08(b)(i), Q08(b)(ii) and Q08(b)(iii), all answered correctly by the vast majority of candidates. In Q08(a)(i), some candidates did not realise the significance of *zusammen mit uns besprochen* and presumed the new rules were only discussed among the teaching staff. In Q08(a)(ii), some candidates did not appreciate that the reference to bullying only referred to the past.

Question 9 (Leipzig)

Candidates listened a discussion about Leipzig and then answered English questions on the content. This question required detailed knowledge of a complex passage and clarity of expression from candidates if they were to access the highest marks. Less successful candidates produced vague answers which often did not relate to the discussion at all.

Q09(a) proved taxing to all but the most successful candidates. In Q9(a)(i) it was important to make the correct adjective comparative i.e. more creative. Less successful candidates interpreted *mit zahlreichen Touristenattraktionen* to mean that the city attracts tourists. In Q09(a)(ii), candidates needed to include a verb in their answer which implied a change of usage. Examiners did not accept answers which merely stated 'galleries/shops' without an accompanying verb. In Q09(a)(iii), the key elements were the café and friends. 'Go to the café' could not be credited as it does not include both elements required.

The second part of this question proved slightly more challenging than the first part; most candidates gained no more than one or two marks. In Q09(b)(i), candidates had to include the crucial information that Bach's music was for the choir. Many candidates were able to answer this part correctly. Q09(b)(ii) proved the most taxing and few candidates gained two marks. Answers were frequently too vague to be credited. However, there were some answers which showed an ability to extract the relevant information from complex sentences. In Q09(b)(iii), a good number of candidates understood the significance of *Reparaturen*. In Q09(b)(iv), the key word *Wochenmarkt* was known only to a minority of candidates. Many assumed the city would be quiet on Tuesdays and therefore ideal for a visit.

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.

Question 10 (Holiday preferences)

Candidates listened to an interview about holiday preferences. 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 candidates to gain some marks.

In Q10(i), the most challenging answer was B, which relied on understanding the key word *Rabatt*. An encouraging number of candidates realised that *einen Weg aus dem Alltagsleben* referred to an escape from routine.

Q10(ii) was answered well by the majority of candidates.

Advice for future performance

Section A

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

Tips

- Advise candidates to use the reading time to try and work out in Question 1 which part of speech is required to complete the questions. e.g. Q1(e) *Sie waren oft im zusammen* requires a noun.
- In Question 2, they could 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 candidates 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 candidates to respond to questions in English.

Tips

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

- Candidates 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.
- Candidates 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.
- Candidates 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.

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