



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In German (1GN0)

Paper 1F

Listening and understanding in German

Foundation Tier

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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 targeted vocabulary on the Foundation paper is drawn from the minimum core vocabulary list and that the vast majority of words on the list will feature in examinations over a period of time.

Centres entered their students appropriately at Foundation level for the most part. The Foundation examination differentiated well between students of different abilities. Weaker students 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 (In town)

Candidates were asked to identify three correct statements from a given list of seven, stating where Axel went in town. This question tested candidates' understanding of key vocabulary items listed in the minimum core vocabulary and proved a successful introduction to the paper for the vast majority of candidates, most scoring full marks.

The most frequent correct answers given were *cinema* (B) and *market* (E). Only a small minority did not know *Strand* and thus were unable to identify *beach* (D) as the third correct answer.

Question 2 (Family)

Candidates listened to a conversation about a family. This question featured a familiar test type. Candidates were asked to select the correct answer from four possible ones. This question was done well by most.

The question targeted familiar nouns and adjectives set in a familiar topic. Although (i) *altmodisch* was almost universally correct a substantial minority struggled to correctly identify (ii) *lockig*. Many candidates struggled with *Opa* in (iii), which was often incorrectly assumed to mean uncle.

Question 3 (Music festival)

Candidates were asked to listen to three people talking about a music festival and identify what was mentioned from a list of seven festival-related

items. This question proved very accessible to most students, the vast majority scoring full marks. Most candidates were able to identify *friends* (C) and *band* (F). Some less successful candidates were unable to make the link between *geregnet* and *rain* (A).

Question 4 (Jobs)

Candidates were asked to listen to some friends talking about their jobs and then to complete three sentences choosing three words from a choice of seven. This question was answered well by candidates with almost half gaining full marks. Although *Kindergarten* and *Krankenhaus* were known by most candidates *Geschäft* proved more problematic and was frequently assumed to mean restaurant.

Question 5 (Shopping)

Candidates were asked to answer four English questions about shopping. This open response question targeted specific items of basic vocabulary, e.g., shops, fruit, prices, and common adjectives, all of which can be found in the minimum core vocabulary for Foundation Level. All four parts of the question required only a single word answer.

In common with most open response questions this question proved more challenging for most candidates, only a very small minority gaining full marks. The most frequent correct answer was Q05(a) supermarket; this was hardly surprising as *Supermarkt* is essentially a cognate. By far the most challenging part was Q05(b); *Birnen* was known only to a small minority of candidates. There were a whole variety of incorrect answers, of which burgers was probably the most common. Q05(c) required knowledge of a basic number *sieben*. However, examiners saw a variety of incorrect answers including 700. In Q05(d) *teuer* caused problems for many candidates. The most common incorrect answer was a good price.

Question 6 (Breaktime at school)

Candidates were asked to identify what children do at breaktime. They had to complete simple sentences choosing from a selection of given words. This question was done well, the majority of candidates gaining full marks. The most challenging question proved to be Q06(a) which required candidates to understand that it was Annette's friends who eat chocolate whereas she eats fruit. *Obst* was clearly unknown to many. Most candidates were able to link *sprechen* with chats and *für eine Klassenarbeit lernen* with studies.

Question 7 (Job training)

This question required candidates to identify the three correct sentences from a list of seven in a recording about job training. The vast majority of candidates scored at least two marks on this question. The most common errors involved misunderstanding of time frames. Many candidates did not realise that Matthias would not finish his training until next June and some also assumed that he was already well paid.

Question 8 (School competition)

Candidates had to answer English questions on a recording about a school competition. 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 was undoubtedly stronger this year than in many previous years.

Freizeitzentrum (Q08a) was familiar to most, although examiners saw a number of literal translations e.g., free time centre. Q08b saw the greatest number of incorrect answers. Some candidates failed to consider the crucial second element in *zweimal pro Woche* whilst others homed in on *jeden November*, i.e., when the competition took place. The majority of candidates answered Q08c correctly.

Question 9 (Moritz Brühl)

Candidates listened to a report about the actor Moritz Brühl and then completed a multiple-choice exercise.

Candidates found Q09(iii) and Q09(iv) the most accessible parts of this question. It was encouraging to see so many successfully link *weil er gern italienisch isst* with the correct answer *international*. The least successfully answered part was Q09(i), many candidates misinterpreting the key word *Schauspieler*. Some candidates presumed that Moritz must be a journalist, perhaps because writing and radio were mentioned in subsequent questions. Q09(ii) was generally well answered, and it was encouraging to see *Roman* so widely understood.

Question 10 (Tourist office)

Candidates were asked to listen to a conversation in a tourist office and answer English questions on the recording.

This question was answered successfully by most candidates but discriminated very effectively. The most common correct answer was Q10(b), the correct answer being the cognate *Galerie*. In Q10(a) *Wochenende* caused problems for some. Incorrect answers included until the weekend and for a week. Q10(c) was largely answered correctly although some candidates added extra details which negated the correct answer e.g., tickets bought online were cheaper. Other candidates could not be credited for the answer online without a verb as it was not precise enough. Q10(d) proved to be a particularly effective discriminator. There were two acceptable answers, comfortable or in the town centre. The most common incorrect answer was in town, which was not precise enough.

Question 11 (School recycling project)

Candidates were asked to identify detailed information about a school recycling project. They had to select the three correct statements from a given list of seven statements. The question required candidates to identify what was enjoyable about the project and discount the negative aspects. The most taxing part of the question (C) also required some simple inference. The test type helped to ensure that almost all candidates gained some credit here and the most successful candidates scored full marks. Many candidates successfully identified the key positive indicators e.g., *ich erzähle gern*, *es ist schön* and *ich finde es toll*.

Question 12 (Friendship)

Candidates listened to a discussion about friendship 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 quite demanding. The most frequent correct answer was to Q12(c). Many candidates scored one mark for *wir haben die gleichen Hobbys* although candidates had to express themselves quite precisely to gain the second mark. It was vital to

have an understanding of the whole phrase rather than just key vocabulary in order to gain the mark. Answers could only be credited if they stated that the families went away together. In Q12(a) *Schüleraustausch* proved tricky for many candidates. The most common answer was school trip, which was not precise enough to be credited. Very few candidates produced a correct answer to Q12(b), the key phrase being *als ich vierzehn war*. Incorrect answers were many and varied, including a number of candidates who thought *vierzehn* meant fifteen.

Section B

Question 13 (Urlaub in Luzern)

Candidates had to listen to Karin discussing her holiday in Lucerne 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 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. Some candidates chose their own words rather than picking from those in the box, as required by the rubric. Answers often require simple deductions e.g., in Q13(a) candidates had to recognise that parents (*Eltern*) must count as family. The most accessible part was Q13(b) where most candidates were able to pair *neu* with *modern*. Q13(c) and Q13(d) proved rather more taxing. In Q13(c) candidates had to link *hat mir am besten gefallen* with the positive adjective *schön*. Q13(d) required the negative adjective *schlecht* to mirror *konnte man nicht gut einkaufen*. In Q13(e) some candidates chose the distractor *Hotelschwimmbad* but failed to notice that this was linked with *geschlossen*.

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 14 (Schulfächer)

Candidates listened to Christoph discussing his 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 did not have to 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 a school subject.

This question produced the full range of marks at Foundation Level and proved more accessible than Q13, the other target language question. Q14(a) and Q14(b) proved most accessible, most candidates scoring two marks here. In Q14(c), Q14(d) and Q14(e) candidates had to link *das* or *in diesem Fach* to the last-mentioned subject, a task that proved to discriminate well.

There is still a small minority of candidates who do not use the words provided but their own suggestions, thereby inevitably scoring 0 for this question.

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 minimum core vocabulary.
- Candidates should use the five minutes' reading time at the beginning of the examination to read the questions extremely carefully, paying particular attention to the question words.
- Candidates should focus on understanding whole sentences rather than just individual words in order to eliminate distractors more readily.

Section B

Questions 13 and 14 are set in the target language and require candidates to complete sentences in Question 13 and to identify the appropriate word in Question 14.

Advice to centres

- Advise candidates to use the reading time to try and work out in Question 13 which answers possibly make sense in the context and which part of speech is required to complete the questions e.g., Q13(e) *Sie ist im ... geschwommen* requires a noun.
- Simple synonyms are often the key to success in the target language questions.
- Handwriting needs to be legible. Examiners cannot mark what they cannot decipher.

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