



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

Summer 2023

Pearson Edexcel GCSE

In German (1GN0)

Paper 1H

Listening and understanding in German

Higher Tier

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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. Students 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 (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 given 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. Many candidates were able to score full marks on his question.

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 the vast majority of 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 2 (Schulfächer)

Candidates listened to Christoph discussing 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 was well done by the majority of candidates at Higher Level, many scoring full marks. It proved more accessible than Q1, 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.

Section B

Question 3 (Moritz Brühl)

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

This question was answered extremely well at Higher Level. There were very few errors on Q03(ii), Q03(iii) and Q03(iv). On Q03(i) *Schauspieler* was unfamiliar to a minority of candidates.

Question 4 (School recycling project)

Candidates were asked to identify detailed information about a school recycling project. They then 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. At Higher Level candidates found this question highly accessible and more than half scored full marks.

Most candidates successfully identified the key positive indicators e.g., *ich erzähle gern, es ist schön* and *ich finde es toll*.

Question 5 (Learning languages)

Candidates had to listen to a podcast about learning languages and then answer three multiple-choice questions. This question proved accessible to most candidates. All parts of the question were answered well, particularly Q05(ii). In Q05(i) a minority of candidates had difficulties linking *ich wusste nicht, was ich später machen wollte* with unclear career plans. In Q05(ii) the past participle *empfohlen* causes some candidates problems.

Question 6 (Role models)

Candidates had to listen to a discussion about role models and answer open response English questions on the content of the discussion. This question proved an excellent discriminator. The vast majority of candidates were able to gain some marks although completely correct answers were fairly rare. In questions like this it is crucial to listen out for the meaning of whole sentences rather than just individual words.

Q06(a) differentiated extremely well. Only the best candidates knew the meaning of *Zeichentrickfilme* or *Tierfiguren*. Some candidates talked of action figures, an answer from a previous paper on a similar topic. Other candidates used information that was correct for the next question, Q06aii. Q06(a)(ii) was answered well by almost all candidates, although a few assumed *modisch* to mean modern. Q06(b)(i) was answered correctly by almost all candidates. In Q06(b)(iv) candidates had to draw a simple conclusion from the facts presented about lifestyle, which proved taxing for many candidates.

Question 7 (Best holiday)

Candidates had to listen to a podcast about holidays 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. In Q07(a)(i) *Herbst* was unknown to many students. Examiners frequently saw the answer *Switzerland*, answering "where" rather than "when". Candidates should take particular care over question words when reading the paper in the five-minute preparation time. There were a number of acceptable answers to Q07(a)(ii) but all required candidates to express their ideas precisely as vague answers were unlikely to contain the necessary information. Many candidates gave more than the required two details. In this case examiners marked only the first two responses even if later ideas were correct. Q07(b)(iii) was mostly answered correctly. Answers to Q07(b)(iv) had to be carefully phrased in order to be credited. There were two essential elements, evenings, and friends, both of which needed to be plural in order to convey the correct meaning. *Abende* caused problems for some candidates and *Freunden* was sometimes assumed to mean girlfriend.

Question 8 (Community work)

Candidates had to listen to an interview about community work and then complete multiple-choice sentences. This question proved accessible to most candidates and produced a wide range of marks. The most accessible parts were Q08(b)(i) and Q08(b)(ii), both answered correctly by the vast majority of candidates. In Q08(b)(ii) some candidates had difficulty recognising the plural *Häuser*. In Q08(a)(ii) both the adjective *kostenlos* and the noun *Ausbildung* were useful pointers towards the correct answer. Candidates found Q08(b)(iii) the most taxing question as it relied on the meaning of one less encountered word, *Führerschein*.

Question 9 (Making music)

Candidates listened to some publicity about a music project 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 interview at all. Q09(a) proved taxing to all but the most successful candidates. In Q09(a)(i) many candidates lost marks by mentioning an interest in music without the crucial detail of playing an instrument. In Q09(a)(ii) the important detail was that the festival was beginning. Many candidates seemed to assume that all the concerts would take place on that day. In Q09(a)(iii) many candidates were close to a correct answer but not close enough to be credited. The key concepts were free hire of an instrument and 50% reduction on lessons. *Fünzig* was often taken to mean 15 or 5 and some candidates thought the lessons were free rather than the instrument hire. The second part of this question proved slightly more accessible than the first part; many candidates gained at least one or two marks. In Q09(b)(i) few candidates understood *mit fünf Jahren* and assumed that the musician had been playing the violin for five years. Many also presumed that she was still playing in the orchestra when this was clearly in the past tense. In

Q09(b(ii)) many candidates realised that she was a professional singer but failed to explain what the *wunderbares Gefühl* was. Singing in front of an audience was an essential part of this answer. Q09(b)(iii) was often well answered. Many candidates appreciated what the family would go through when somebody started learning an instrument.

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. Answers must be precisely expressed in order to gain the marks.

Question 10 (School exchange visit)

Candidates listened to an interview about school exchange visits. 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 E where candidates had to realise that *du musst nicht im Haus helfen, Schularbeiten machen oder dich über schlechte Noten ärgern* implied that exchange students had few responsibilities. A pleasing number of candidates had this correct. In Q10(ii) the majority of candidates scored full marks.

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., Q13(e) *Sie ist im geschwommen* requires a noun.
- In Question 2 they should 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.

