



Examiners' Report
Principal Examiner Feedback
Summer 2025

Pearson Edexcel International GCSE
In German (4GN1)
Paper 01: Listening

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Candidates were well-prepared for the listening paper and knew what was expected of them in each question. Very few felt unable to attempt all questions. From candidate notes or English glossing on each page, it is clear that many make good use of the 5 minutes preparation time before the recording begins.

Question 1 – Meine Gegend

Candidates had to match short statements about local area to four pictures in a grid to identify certain features of the area.

This was a good introduction to the paper and many candidates gained full marks. While almost all were able to identify *Kino* at (d), a small number struggled to match the *Baum*, *Marktplatz* and *Strand*.

Question 2 – Umwelt

Candidates had to choose six correct icons from a grid to match short statements of more than one sentence from 3 speakers.

If a candidate crosses more than the required number of boxes, one mark is deducted from the correct answers for each extra cross. A minority of candidates lost one or more marks in this way. Others did not cross enough boxes. This year, it was obvious that candidates had been well-trained to mark only six crosses: there were far fewer rubric offences.

This was clearly a well-known topic area. Many candidates scored 6 marks, but some assumed wrongly assumed that Erik's statement *Das spart Energie* referred to electricity as shown in B. However, the reference in the recording was that taking a cold shower saved energy.

Question 3 – Hugos Familie

The recording was of one speaker describing his family life. The short note-taking task required candidates to identify one word or a short phrase in response to six cues.

- a) *faul* was well-known and was occasionally the only correct answer. Sometimes, *ziemlich* stood on its own.
- b) *älter* was a common wrong answer. There were various attempts at the spelling of *verheiratet*, only some of which were acceptable.
- c) *Beamtin* proved to be a challenging word. There were many unacceptable variations on the spelling including *Sperantin*, *Beranten*, *Beratin*, *Berantin*. Other occupations, presumably guesses, included *Ärztin*, *Schauspielerin* and *Politiker*. *Rathaus* on its own was

not accepted because the stem on the question paper clearly asked what the job was rather than where.

- d) The majority were able to identify the number 3.
- e) The mark scheme allowed for a range of answers. However, candidates who included mention of a cat and a rabbit failed to gain the mark. A further reason for the mark to be withheld was the wrong colour or the wrong number. The spelling of *Kaninchen* caused some problems for a few candidates.
- f) *Ausflug* was generally known. *Zusammen* was occasionally heard as *zu sammeln*.

Question 4 – Schulregeln

Following an example, six speakers made statements about school rules. The task was to identify whether their statements were positive, negative or both positive and negative.

This question was well answered. The most common wrong answer was at (c). All of Jonas' statement is clearly negative.

Question 5 – Kindheit

Candidates heard an interview with Nina about her childhood. The multiple-choice task had four options for each of six statements.

This proved to be a challenging question. The majority of candidates gained marks for (d) and (f), but the other parts caused problems. At (a), *Verwandten* was a common wrong choice instead of *Geschwister*; at (b), many chose *schüchtern* rather than *krank*; at (e) many mistook *Eisbahn* which led to option A presumably for *Eisdiele* which might have suggested option C. However, successful candidates who listened to the gist of the whole passage rather than focussing on individual words alone often scored 5 or 6 marks.

Question 6 – Technologie im Unterricht

This question was based on part of an interview with a headteacher about the increasing use of technology in school. Candidates had to complete six sentences with a word from a choice of twelve from a box above the grid. For many, this is the most challenging question in the paper.

The most correctly chosen options were at (d) and (f). Otherwise, there were varied fortunes. The most challenging sentence to complete was (e) where candidates had to make a link between *Unterricht ohne Technologie* on the question paper and *der klassische Unterricht* in the recording to be able to infer the correct answer, *nützlich*.

Question 7 – Restaurants

The final task on this paper required candidates to take detailed notes from a discussion about where to eat, identifying two advantages and one disadvantage of two restaurants.

The following trends were noted:

- *in der Nähe* was generally known, although a fair number of answers gave this as *in der near* or even *im Meer*.
- Less successful candidates often assumed that service at the *Restaurant am Bahnhof* was quick rather than being able to convey that it was quick to get to the restaurant.
- The concept of waiters welcoming diners was often mistaken for the idea that waiters were welcome at the restaurant.
- *Tagesgericht* was familiar to many candidates. However, *halb Preis* on its own without mention of *Tagesgericht* was a common wrong answer.
- (c) was generally answered well. Both the idea of having to reserve a table and the fact there was no fish on the menu caused few problems.
- There were numerous spellings of *Auswahl* and *Nachspeise*. *Speisekarte*, though not necessary in the answer, was sometimes referred to as *Spielkarte* which made a nonsense of the answer.
- Spellings of *vegetarisch* were varied. Some candidates understood this as *Gitarre* and surmised wrongly that the cook played the guitar.
- Only the most successful were able to convey the idea of being able to try something new at the *Restaurant zur Post*.
- At (f), some candidates struggled with the words *Getränke* and *Teller*. However, the great majority scored a mark here if the answer was comprehensible.

Conclusion

To ensure success in listening comprehension, candidates should:

- learn as wide a range of vocabulary as possible from the minimum core vocabulary list in the specification,
- think of vocabulary in word fields rather than as individual items,
- practise listening to language in a range of different contexts and with passages of varying lengths,
- listen to the overall sense of the passage rather than simply for individual words so that they can understand details and gist,
- practise taking short notes,
- develop a strategy for how best to use the five minutes' reading time before the recording starts.

