



Examiners' Report
Principal Examiner Feedback
Summer 2025

Pearson Edexcel International GCSE
In German (4GN1)
Paper 01R: 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 – Mein Schlafzimmer

Candidates had to match short statements about what was in their bedroom to pictures of certain items.

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

Question 2 – Pläne für die Zukunft

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 were able to extract the relevant words from the recording and scored 6 marks. Occasionally, candidates mistakenly repeated the example as one of their choices.

Question 3 – Tom und die Umwelt

The recording was of one speaker sharing his thoughts about environmental issues. The short note-taking task required candidates to identify one word or a short phrase in response to six cues.

- a) Not all recognised the significance of *wie oft* in the stem and gave the answer *zu Hause* rather than *jeden Tag*.
- b) Most were able to give the correct answer, but the spelling of *Rad* or *Fahrrad* was not always accurate.
- c) *Dosen* was reasonably well-known although some struggles with the spelling. As in (a), some misread the stem and gave the answer as *Schulhof*.

- d) Many recognised the word *morgen*. However, some candidates failed to gain a mark because they confused the issue by answering *am Morgen* which has a different meaning.
- e) The mark scheme allowed for a range of answers. While *trocken* was well-known, attempts to convey *Dürre* were often hindered by unidentifiable spellings.
- f) The majority of candidates managed to write *die beste Form* or *sauber*, although a few confused the latter with *Zauber*.

Question 4 – Einkaufen

Following an example, six speakers made statements about shopping. 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 (a). The subtlety of the contrast between *gern* in Kristof's first statement and *so teuer* in the second was missed by less successful candidates.

Question 5 – Ein Wochenende in Zürich

Candidates heard an interview with Nina a weekend break in Zürich. The multiple-choice task had four options for each of six statements.

The most frequently correct answers were chosen at (c) and (f) despite there being more words to read for each option on the question paper. Choosing the correct answer at (b) eluded more than half the candidates. This required careful listening and deduction to link the idea of *in der Nähe* to *einfach zu erreichen*.

Question 6 – Geburtstage

This question was based on part of an interview with a parent about planning birthday parties for teenagers. 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.

(c) and (e) proved relatively straightforward for the majority of candidates. Some struggled with the other parts of the question which all required them to listen to the gist of a whole section of text rather than just individual words.

Question 7 – Kindheit

The final task on this paper required candidates to take detailed notes from an interview about childhood, identifying two advantages and one disadvantage of two restaurants.

The following trends were noted:

- In this note-taking task, it is essential that the correct detail is given. For example, in describing childhood 30 years ago, it was necessary to include the idea of more freedom rather than simply *Freiheit*, and a disadvantage required mention of pressure *in der Schule*.
- *Druck* was occasionally mistaken for *Drogen* and *Freiheit* for *Freizeit*.
- The fact that the speaker saw *soziale Medien* as an advantage rather than a disadvantage led to some candidates listing this under the wrong heading.
- The subtle difference between *zu viel zu kaufen* at (f) and the idea that children bought too much was not always grasped. Only the most successful gained a mark for this. However, more were able to list the concept of not enough sport as a disadvantage.

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.

