



Examiners' Report

Principal Examiner Feedback

Summer 2018

**Pearson Edexcel International GCSE
In German (4GN0) Paper 01**

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Publications Code 4GN0_01_1806_ER

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General Comments

Candidates are generally very well prepared for this paper and show an awareness to the topic areas covered. Where a topic area is less familiar to individual candidates, they tend to resort to guesswork. However, many candidates managed to score some marks even on the more challenging questions.

The paper differentiated well with only very few losing marks in the early questions. As the difficulty increased either by the nature of the task or the linguistic content, only the strongest candidates managed to score full marks. It was noticeable that the vast majority managed to score some marks on each question and that there were very few empty pages where candidates did not attempt a question at all.

Questions 1-3: Soziale Hilfe

Candidates needed to match a word in each statement to the picture. Whilst '*Tiere*' and '*Geld*' posed few problems, the plural '*Bäume*' was less well known, although the verb '*pflanze*' may also have given an indication of the correct answer.

Questions 4-6: Mein Haus

This proved to be a very accessible question, although '*Wald*' was not universally known.

Questions 7-12: Hobbys

Most candidates managed to do well here. However, there were occasional problems identifying '*Schach*' and '*Schlagzeug*'. The connection between '*in der Küche*' and the icon at B was also problematical for some.

Question 13: Ein Fest

It was important for candidates to realise that only very short answers are necessary in this note-taking task. Individual words are sufficient. However, even when longer answers were given, the marks were still secured. Only when other ideas were introduced, was the mark withheld. For example, in (v) those who wrote *Schnee und Regen* had not correctly identified that it rained rather than snowed.

Question 14: Schule

This multiple-choice task required candidates to listen carefully to the gist of a longer passage of German. At this level, listening for individual words does not necessarily lead to the correct answer. For example, in (vi) bullying was mentioned as being a common topic for discussion, but it was necessary to understand the following points made by the speaker to hear that it happened rarely in the school. Making the link to A, as the correct answer escaped many.

Question 15: Essen

This was a very familiar topic and most candidates scored full marks here.

Question 16: Arbeitspraktikum

To gain full marks here, candidates had to identify the correct word from the box and to ensure that the word made grammatical sense of the sentence. At this stage in the paper, there is a lot to process before choosing the correct answer. For example, in (iv) it was necessary to realise that although the evening had dancing, the girl speaking managed to exchange a few words with the famous actor rather than dance with him.

Question 17: Filmfest

The second multiple-choice question in the paper required careful sifting of information. Whilst many understood that 'Frau Petrovic', was the director of the festival, surprisingly few were able to discern that 'Toni Erdmann' was the title of the film: *B Der Name eines Filmkomponisten* was a very common wrong answer. However, the majority of candidates scored a mark at (v), making the correct link between tears/laughter and *traurig/lustig*.

Question 18: Straßenbahn

This proved to be a challenging question. The majority of problems were caused in trying to identify the sentences relating to Herr Pohl, perhaps because of the introduction of less familiar words such as *Atemschwierigkeiten* and *unerträglich*. Examiners, noticed that some candidates benefited from glossing the German sentences on the question paper during the preparation time before the recording began. This clearly helped them to focus on matching the speaker to the statement.

Question 19: Taschengeld

Examiners recognise that this is a challenging task at this late stage in the listening test. Not only do candidates have to listen for and understand the correct information, but they also must decide whether what they hear is an advantage or a disadvantage, and then find a way of expressing the idea succinctly in comprehensible German. Consequently, examiners take a reasonably understanding approach to German spelling, although some element of rigour is imposed. For example, to express the idea that young people learn how to save, *spärt* was accepted as *spart*, whilst *spat* or *spät* was rejected. An acceptable version of *kaufsüchtig* might have been *kaufensügtich*, but *Night* for *Neid* was not accepted.

It was also important to capture the essence of each idea. Candidates had to understand that pocket money enable young people to learn how to save, rather than that is made them save. Similarly, the *-er* on *weniger* was necessary to explain that pocket money reduced the incidences of arguments in the family, rather than simply that there were few (*wenig*). Sometimes, the order of words in the answer was important. For example, "*Taschengeld hilft Matheunterricht*" correctly identified the benefit of pocket money whilst "*Matheunterricht hilft Taschengeld*" did not.

Notwithstanding, the difficulties of this question, many candidates recognised the danger that young people might buy cigarettes with their pocket money. Weaker candidates suggested that they would buy *Süßigkeiten*, which may suggest that they had reported to guesswork here.

Overall, there were many impressive performances in this last listening paper of the current specification.

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