Examiners' Report
Principal Examiner Feedback

Summer 2019

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Grade Boundaries

Grade boundaries for all papers can be found on the website at:
https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

The listening paper in the new International GCSE specification is worth a total of 40 marks.

Questions increase in demand as the paper progresses. Students have to complete a range of tasks with a variety of task types based on a selection of topic areas taken from the specification. Task types include identifying the meaning of individual words in context, differentiating between the content of various speaker's words, deducing the main points of a report and taking notes in German to show an understanding of the main points in a passage of spoken German.

For the most part, the vocabulary used is taken from the minimum core vocabulary list in the specification, although some unfamiliar vocabulary may be used in the later more demanding questions.

Students have five minutes to read through the paper to prepare for what they will hear. This is a good opportunity to think in advance about the sort of vocabulary which might be included in the listening passages and to ensure that the requirements of each task are clearly understood. Of course, vocabulary is not tested alone. In context, common words may be linked to new ideas. It is taken for granted that students are familiar with the range of grammatical structures listed in the specification.

In this first year of this new specification, it was clear that centres had prepared students well. Throughout the paper, many students managed to score at least one or two marks on each of the seven questions although the final note-taking exercise proved to be the most demanding.

Question 1 (**Geburtstag**) requiring non-verbal responses, proved a relatively straightforward matching exercise for almost all students who had to match a picture to a word in the spoken passage.

Question 2 (**Das Stadtleben**) needed careful listening for detail of what each speaker says in order to identify the two reasons given by each why life in town was good. Although many students had no problem at this level, some lost an opportunity by ticking the wrong number of boxes, either too few or too many. In this task it was necessary to listen out for and discard the negative ideas such as *weil die Geschäfte in meinem Viertel katastrophal sind*.

To gain full marks in question 3 (**Umweltclub**), students had to take short notes in German based information about the monthly meeting of an environmental group. The skill required here was to select the correct information and to discard the extraneous information. Generally, only very short answers are required, one word or a number. Students who write too much or give alternative answers often negate a correct answer. The most common errors were in parts (c) and (d) in which students were often confused between this month and last month.

In question 4 (**Schulfächer**), there were few problems when students identified a clear positive or negative message in the speaker's words, eg in (ii) Samira, or (v) Linus. However, when there was a degree of deduction, students often struggled to choose the correct answer. For example, in (i) it

was necessary to have understood the word *andererseits* to glean that Oskar had both a positive and a negative view of school.

The multiple-choice task at question 5 (***Vorbilder***) required students to listen to an extended interview and to choose the correct option. Again it was necessary to understand words in context. For example, in (c) students had to understand the essential difference between Martin's role-models and those of his classmates. Extracting this detail from the text required careful listening and logical deduction.

The challenge of question 6 (***Unfälle in der Schweiz***) is to select the correct word from the box to complete the sentences. Often students need to identify synonyms or opposites as well as ensuring that the word chosen completes the grammatical pattern of each sentence accurately. Many students struggled at this level to make the correct selections with many clearly resorting to guesswork. However, marks were often gained by students who worked out in (c) that the taxi was completely destroyed in the accident and in (e) inattentiveness rather than lack of forward planning was the main reason for accidents.

The most challenging question on the listening paper is the note-taking task in question 7 (***Ernährung***). Not only is it necessary to identify what is positive and what is negative but the answers need to be placed in the correct box, in this year's case a comparison between vegetarians and omnivores. However, students should note that the answers need not be transcribed from the text which often leads to a lengthy jumbled selection of words with no clear meaning. Instead, they should aim to capture the essence of each point.

In conclusion, to score well in the listening paper students should:

- be familiar with words from the minimum core vocabulary list
- learn vocabulary in word groups or keep lists of synonyms and antonyms
- practise each test type regularly and know the requirements of the listening paper
- approach each question positively: it may be that a more demanding question contains more familiar vocabulary
- ensure that they answer each part of each question; sometimes a guess is better than leaving a blank space
- never cross more than the required number of boxes in a question
- use the first five minutes of the examination wisely to think about what they might hear
- prepare to listen for gist as well as individual words
- use logical deduction to eliminate wrong answers in multiple-choice tasks
- write only short answers in note-taking tasks.