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Examiners' Report

Principal Examiner Feedback

Summer 2022

Pearson Edexcel International
GCSE in German (4GN1/01R)

Unit 01R: Listening

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To allow for the disruption caused by the pandemic, the listening paper had been amended to remove words which did not appear on the minimum core vocabulary list in the specification. In addition, some words in questions 4 had been glossed to avoid any confusion for candidates.

It seemed that candidates had been well-prepared for the listening paper and some were able to score very high marks.

Question 1 - Sport

Candidates were required to match four statements about school subjects to the appropriate icons in a grid from a range of eight.

This question on a very familiar topic provided a positive start to the paper with the majority of candidates picking up four marks as intended. *Reiten* and *Tauchen* were less well-known.

Question 2 – Traditionen

Candidates heard three speakers in turn describing traditional events in their lives and had to match these to icons in a grid from a range of eight.

Most scored well on this question, although *Lieder um das Klavier* caused occasional problems.

If a candidate crosses more than the required number of boxes, one mark is deducted from the correct answers for each extra cross. A significant minority of candidates lost one or more marks in this way. Others did not cross enough boxes.

Question 3 – Taschengeld

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

Numbers are often difficult to transcribe for some candidates and in this case €25 was no exception. Some candidates also missed the essential detail at (c) that Felix had already bought a computer game but needed the money for a new bicycle. Occasionally, it seemed that some did not know the interrogative *wo* at (e).

Question 4 – Mein Zuhause

Following an example, six speakers talked about life at home. The task was to identify whether the speaker was talking about the past, the present or the future by putting a cross under the correct timeframe in a grid against each speaker's name.

The glossing of *Vergangenheit*, *Gegenwart* and *Zukunft* helped many candidates to score at least some marks for this task. They were clearly helped by the time indicator given in the recorded extract or by the grammatical tense used.

Question 5 – Pläne für die Zukunft

Candidates heard an interview with Hannah who was talking about her plans for the future. The multiple-choice task had four options for each of six statements.

Having a choice of answers available seems to allow candidates to do well in this question and many scored three or four marks. The most common incorrect answer was at (d) when some assumed that Hannah's parents intended to accompany her rather than finance the forthcoming trip. It was pleasing to note that the adverbs at (f) were well-known and caused few problems.

Question 6 – Kindheit

This question was based on part of an interview about Konrad's childhood memories. Candidates had to complete six sentences with a word from a choice of twelve from a box above the grid.

At this stage in the paper, less successful candidates often falter and resort to guess work. However, most managed to identify at least two or three correct words. Some missed the link between *Klassenkameraden* and *Freundschaften* and the answer to (f) was often wrongly given as *Hausaufgaben*. However, this was the exception rather than the norm and few candidates entered grammatically inappropriate words in the gaps.

Question 7 – Technologie

The final task on this paper required candidates to take detailed notes from an interview with Herr König about technology at work and at home, identifying two advantages and one disadvantage in each case.

In most parts, a combination of details was required. For example, *Sicherheit* in (a) or (b) needed the added detail of improved security and *Kosten* without the added *hohe* at (f) did not score a mark. Generally, however, most scored well on this question and were often able to note down the essential details in a two or three words.

Conclusion

To ensure success in this paper, 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 (eg *Karotten* and *Kartoffeln* = *Gemüse*),
- 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 in German,
- think about how to best use the five minutes' reading time before the recording starts.

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