



# **Examiners' Report**

## **June 2024**

**GCSE German 1GN0 4F**

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## Introduction

In the foundation tier writing paper, candidates are required to answer four questions:

Q01: between 20 and 30 words with a description of a picture with an opinion.

Q02(a) or Q02(b): a short email of between 40 and 50 words in a formal context based on four bullet points.

Q03(a) or Q03(b): an informal email of between 80 and 90 words based on four bullet points.

Q04: five short sentences to translate from English into German.

The first three questions have an increase in linguistic demand targeted from grades 1 to 5. In Q01, candidates are required to produce simple sentences in the present tense with some linking; in Q02(a) or Q02(b), they are guided towards producing some simple sentences with some development in the present tense with the fourth bullet point directing them towards using a future time frame. In Q03(a) or Q03(b), they are required to write a longer account including present, past and future time frames and some opinion.

Similarly, the five translation sentences in Q04 are graded in the level of challenge from grade 1 at part (a) to grade 5 at part (e).

The word counts for each question are recommendations only. All written work is assessed.

Each of the first three questions is assessed for **Communication and Content** and for **Linguistic Knowledge and Accuracy**. In Q04, the first three sentences are marked out of 2 each and parts (d) and (e) are marked out of 3 marks each.

In this series, candidates were aided by the fact that the titles of each question are in English and the bullet points are written in German in the most straightforward way possible. It was clear that most candidates found the topics approachable since many were able to write extended coherent accounts, often exceeding the word limit and developing key points. Candidates were well prepared for the requirements and demands of each question. Omission of an opinion in Q01 was rare and in the other essay questions, the majority of candidates showed an awareness of the three timeframes although the accuracy of their verb forms was often varied.

Almost all candidates managed to attempt the four questions. Only the least successful did not answer all parts of the paper, usually omitting Q02 and Q03 and attempting only the first and last questions on the paper. In Q02 and Q03 both options were equally popular. There was a wide range of success in all questions and, at the top end of the scale, there were some good responses particularly to Q03.

## Question 1

Candidates are required to write a description of a picture of some serving food in a commercial kitchen and to give an opinion about volunteering. The suggested word count of between 20 and 30 words is notional rather than prescribed. Two separate marks are awarded: Communication and Content out of 6 and Linguistic Knowledge and Accuracy out of 6. A typical answer will consist of two or three short sentences. To gain access to the top band for Communication and Content, candidates must fulfil both parts of the question (ie description and opinion); responses which omit an opinion are capped at 4 for the first mark category, but the second mark can still access the full range. When awarding the second mark for Linguistic Knowledge and Accuracy, examiners look for an example of simple linking. Typically this will be two main clauses joined with *und* or *aber*, although many foundation tier candidates manage a subordinate clause with *weil*. Total accuracy is not necessary at this level to access the full mark range.

It was clear that centres had prepared their candidates well for this task. The vast majority were able to provide a basic description even if this was only about the number of people in the picture. Some added details about what they were wearing or how they looked. Successful opinions were mostly given with *Ich finde ...* or *Meiner Meinung nach ...* .

In 30 words, the candidate has managed to give about seven different details about the picture including an opinion. This fulfils the requirements of the task.

**1 Beschreib das Foto und schreib deine Meinung über Volunteering.**

Schreib ungefähr 20–30 Wörter auf Deutsch.

Aus dem Foto gibt es jung Personen.  
Sie chatten und essen. Sie sind  
~~am Restaurant~~ in einem Restaurant.  
Sie sind glücklich. Meiner Meinung  
nach ist Volunteering extreme gut  
weil es Leute helfen.



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The information is wholly relevant and there is extra detail. Descriptions are short and simple and a successful opinion is given. There is no repetition of ideas. This fulfils the requirements for a mark in the 5-6 band for Communication and Content. Since the messages are clear throughout, the mark awarded is 6.

Sentences are simple and linking is achieved with the use of correct pronouns, with the adverbial expression *Meiner Meinung nach* and with the subordinate clause with *weil*. For the most part, the language is accurate. The errors, particularly in the final subordinate clause, do not hinder clarity of communication. For this reason, the mark for Linguistic Knowledge and Accuracy is 6.



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This candidate has used learned language well and has not exceeded their linguistic capabilities. In this question, it is better to stick to known language rather than try to make up long complex sentences which can become ambiguous.

This response of 23 words struggles to communicate clearly, but nevertheless manages to fulfil some of the requirements of the task.

**1 Beschreib das Foto und schreib deine Meinung über Volunteering.**

Schreib ungefähr 20–30 Wörter **auf Deutsch**.

In das photo der ist volunteers in ein  
Küchen. Der ist <sup>drei</sup> ~~vier~~ volunteers in das photo  
und zwei madden. Der volunteers tragen T-shirts.



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The candidate gives relevant information. The reader knows that the volunteers are in a kitchen, that there are three of them including two girls and that they are wearing t-shirts. However, the lack of an opinion caps this response for Communication and Content at the 3-4 band. Language is used to give short descriptions and simple information with variable success. There is some repetition. A mark of 4 is awarded at the top of the band since the quality of the response borders on the band above rather than the band below.

The mark for Linguistic Knowledge and Accuracy also sits within the 3-4 band. The repeated error of *der ist* hinders clarity of communication but does not prevent it completely. The sentences are not written in complete isolation but since there is no successful linking, a mark of 3 is awarded.



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In this question, it is useful to learn sentence stems such as *Es gibt* and *Im Foto/ Bild ...*. This gives a scaffold for writing a response to any picture.

## Question 2 (a)

Candidates have a choice of Q02(a) or Q02(b). Both were equally popular. The expectation is that candidates will write a coherent account in response to four bullet points of between 40 and 50 words in German. There may be some linking of ideas, either with coordinating or subordinating conjunctions or with suitable adverbial phrases which help the response to flow.

The four bullet points are prescribed. Candidates who omit one or more are capped at a mark of 6 for Communication and Content but marked normally for Linguistic Knowledge and Accuracy. Candidates are expected to produce sentences in the present tense and one idea with a future time frame. The grammatical future tense need not be used as long as a future indicator is present.

They are asked to:

- say where the hotel is
- give some details about transport from the airport
- say how long the journey is
- say when they will meet the tourists.

Some candidates wrote about a tourist visit which had already taken place. Rather than dismiss such responses completely as irrelevant, they were seen as a partially acceptable interpretation of the scenario. In addition, examiners accepted for the third bullet point a description of the length of the whole tourist visit rather than simply the length of the journey from the airport to the hotel.

The most successful responses made a clear statement about each bullet point and added an extra detail or more. Some expanded with a description of the hotel, which method of transport was cheaper, what you could see during the journey and where the meeting place is as well as when.

In many cases, candidates managed to write something in the present tense about the tourist visit. However, often the vital future time frame was not included which limited the mark for Linguistic Knowledge and Accuracy.

Two marks are awarded out of 8 each, one for Communication and Content and one for Linguistic Knowledge and Accuracy.

The candidate has responded confidently to all four bullet points and has developed each one with some extra detail.

**2 (a) Schreib an eine Gruppe von deutschen Touristen mit Informationen.**

Schreib:

- 1• wo das Hotel ist
- 2• über Transport vom Flughafen
- 3• wie lang die Fahrt ist
- 4• wann du die Touristen treffen wirst.

Schreib ungefähr 40–50 Wörter **auf Deutsch**.

(16)

*Sehr geehrte Damen und Herren,*

- 1• Das Hotel ist in Deutschland, zuweichten die Kino und ein Restaurant. Das Hotel ist ~~sehr~~ ~~beson~~ wirklich schön und nett. Ich liebe das Hotel. Es gibt viele Zimmer, sehr nett aber die Zimmer ziemlich klein sind.
- 2• Der Flughafen, war sehr toll. Die Personen auf die der Flughafen besonders geil und freundlich war. Ich ~~set~~ ziemlich gern Transport vom Flughafen.
- 3• Die Fahrt ist acht Stunde. Es ist ziemlich lang, das ist sehr langweilig, obwohl die Flughafen ~~ist~~ ziemlich bequem ist.
- 4• Ich werde treffe mit die Touristen morgen nachmittag. Ich bin besonder spannend.



The candidate gives relevant information on each of the four points using language mostly with success. There is little repetition of ideas. In response to the second bullet point the candidate has interpreted the details about the transport as what they think about it rather than which method of transport is best, which was an acceptable alternative interpretation. A couple of odd corners hold up the clarity of the message: the use of *zweichten* which presumably means *zwischen* and the use of *gern* as a verb in the second paragraph. Nevertheless, this response is worthy of a mark in the top band and to reflect the slight lack of clarity on two occasions a mark of 7 is awarded.

Grammatical structures are used mostly with success. Simple sentences predominate but there is one excellent example of linking with *obwohl*. After some good present tense verbs in the first paragraph (*ist, gibt, liebe*), the verb *ist* is overused. Syntax is generally sound. However, on two occasions it is faulty: the misplacing of the verb in the second sentence of the second paragraph and the wrong formation of the grammatical future in the final paragraph. The 7-8 band is the best fit for this response and a mark of 7 is awarded to reflect the occasional errors.



It is not necessary to develop each point equally but it is best to do so. In addition, candidates are advised to use a variety of verbs. For example, in this response repetition of *ist* could have been avoided by using *Die Fahrt dauert acht Stunden* or *Ich mag den Bus am liebsten*.

Although this response seems muddled, it is important to read it carefully to assess what is communicated.

Ein Hotel <sup>6 words</sup> auf ist auf dem rechts,  
da Ein die Gruppe Auto gefahren vom  
Flughafen für zwei Uhr, die Touristen  
treffen vier Uhr nachstes Tag auf  
im einem Hotel gibt es. Aufzehn  
heute und es ist zu heiß, jeden  
Tag Touristen die Touristen treffen im  
Hotel mit Freunden und Familie.



The detail about the location of the hotel can be taken as partial communication: we know that the hotel is to the right of something but the exact location is not known. It is clear that the journey from the airport is by car, although the use of *Uhr* rather than *Stunden* is confusing. The reader has a clear idea about the meeting time and there is some development about where the meeting will take place. There is, therefore, some relevant information with little development. Language is used with some success but expression is occasionally constrained. Although the language goes beyond the language of the stimulus, the mark for Communication and Content has to reflect the difficulty of reading the information and for that reason a mark of 5 is awarded.

Although the language is not always accurate, the response goes beyond the 1-2 band where only individual words or set phrases are recognisable. Simple, short sentences are in evidence and there is an attempt at linking with *und*. The future time frame may not seem wholly clear but in the context of the question the candidate conveys what will happen with the tourists every day at the hotel. For Linguistic Knowledge and Accuracy, a mark at the top of the 3-4 band is appropriate in this instance because the language does not border on the lower band.



The language of the stimulus can be used to frame answers effectively in clear sentences. Here, a candidate struggling to compose clear ideas could have begun each sentence by manipulating the given language, eg *Das Hotel ist ...*, *Der Transport vom Flughafen ist ...*, *Die Fahrt ist ...* and *Ich werde die Touristen ... treffen*.

## Question 2 (b)

Candidates have a choice of Q02(a) or Q02(b). Both were equally popular. The expectation is that candidates will write a coherent account in response to four bullet points of between 40 and 50 words in German. There may be some linking of ideas, either with coordinating or subordinating conjunctions or with suitable adverbial phrases which help the response to flow.

The four mandatory bullet points which created information for an Austrian school group required candidates to:

- say when the school day begins
- say how many lessons there are per day
- give details of the school uniform
- say where the school group will stay.

The final bullet point is intended to elicit a future time frame, although the grammatical future is not required.

Candidates who chose this option were often able to develop their responses to the first and third bullet points. However, *Stunden* was often confused with *Studenten* and many were unable to produce a straightforward answer such as *Die Schulgruppe wird in einem Hotel wohnen*.

The most successful responses made a clear statement about each bullet point and added at least one extra detail. Some expanded with a description of when the school ends, which lessons were best, an opinion of the uniform and where the group accommodation is.

In many cases, some candidates managed to write something in the present tense about the school day and the uniform. However, this often meant the vital future time frame was not included which limited the mark for Linguistic Knowledge and Accuracy.

Two marks are awarded out of 8 each: one for Communication and Content and one for Linguistic Knowledge and Accuracy.

If one bullet point is not successfully addressed, then the mark for Communication and Content is capped at 6, as this example shows.

Liebe Schüler und Schülerinnen,

Der Schultag beginnt in ~~9:00~~<sup>Neun</sup> und das ist ziemlich schwierig für mich. Gibt es elf Stunden pro Tag und das ist sehr gut. Mein Schulle Uniform ist unbequem und ich freu mich, ist so langweilig, ~~ich liebsten tragen~~ der tragen ist nicht so toll. Mein Schulgruppe ist manchmal schön ~~und aber manchmal~~ ~~und~~ aber nie ~~inter~~ interessant.



The candidate gives a clear starting time of the school day and expands the points by saying what they feel about it. Despite the wrong word order in the second sentence, the main point is made and there is some development. Similarly, the response to the third bullet point starts well but the second half of the sentence is slightly unclear; the point is not made at all. The mark for Communication and Content is therefore capped at 6 and there is no reason to award a mark lower than 6 since the candidate makes basic points with some development and this response overall borders more on the 7-8 band than on the band below.

Some accurate structures are in evidence such as *für mich* and correct use of the present tense with *beginnt*. The candidate uses straightforward structures and there is some *repetition* of *das ist*. Linking is limited to clauses joined with *und*. However, the wrong inversion of subject and verb in the second sentence and then lack of any future timeframe mean that this response is best placed in the 5-6 band for Linguistic Knowledge and Accuracy with a mark of 5 being awarded.



At this level, linking can be achieved through coordination with *und* or *aber*. However, more successful responses often contain a sentence with a *weil* clause.

Even the simplest of short answers can be awarded marks for what the candidate has achieved even though at first sight they seem to fall short of what is required.

*Liebe Schüler und Schülerinnen,*

Die Schultag beginnt 8:00am und im abend  
4:00. Es ist eine lange tag. Der Schuluniform  
ist gut. ~~Nein~~, Nein rocks! Weiß und blau uniform only.



In this response, the candidate has managed to convey the starting time of the school day and a generous reader will understand the extension of the first sentence. However, the next sentence develops the first bullet point well. Details of the school uniform are given with development which starts with promise but ends with an English word. Given that only two points are made briefly with some development, this response is awarded 3 for Communication and Content.

The candidate uses a restricted range of straightforward grammatical structures with only two verbs, *beginnt* and *ist* which is repeated. There is no linking. As the response becomes less secure, the syntax and the meaning begin to falter. Consequently, a mark of 3 at the lower end of the 3-4 band is awarded for Linguistic Knowledge and Accuracy.



Candidates should ensure that they attempt at least one clear sentence with a main verb for each of the four bullet points. Giving an opinion about the basic fact is often a good way of ensuring that the point is developed.

### Question 3 (a)

Candidates are required to write an informal email about family celebrations based on four bullet points. They have to state facts (when their birthday is), give an opinion (what sort of present they like), describe a past event (where they celebrated their last birthday) and refer to a future event (plans for the next family celebration).

Many candidates wrote original accounts and even the least successful were often able to develop each point. Some gave further details about the normal family party at home or a birthday visit to a theme park or a restaurant. Many took the opportunity to describe a cultural celebration in the coming months and did so using well-practised vocabulary and structures. The interrogative *was für* occasionally caused problems and the word *Geschenke* was often unknown. Less successful candidates wrote more about the presents they received rather than the sort of present they liked. Similarly, many candidates wrote about their last birthday, but not all had noticed that the bullet point included the interrogative *wo*, therefore only achieving partial communication for this point.

The most successful candidates managed to include some complex structures, most notably subordination with *weil*, *obwohl* or *dass*. This often allowed them to access the higher mark bands for Linguistic Knowledge and Accuracy. Some also used modal verbs well. References to time frames were generally sound, but less successful responses were marred by ambiguity when the verb forms were unclear (eg *ich werde gegangen*, *ich habe hören*).

Sometimes, candidates can pick up marks for communication although the language is not always successful. In this example, there is something to be understood in each paragraph.

Meine Geburtstag ist in ~~in~~ <sup>1a.</sup> ~~die~~ die zwölftag,  
~~Meine Geburtstag~~ und ~~es~~ es ist nächste  
woche on die Montag.

Ich möchte ein neue ~~so~~ blaue Rad, weil  
mein alt<sup>grüne</sup> Rad is alt-modisch. ~~und~~ ~~ein~~ ich und  
~~mit~~ ~~meine~~ freunden

Letze jahr, wohne ich zu ein feste mit  
meine freunde. Ich finde, die feste prima und  
mein Leibling Musik was war gibt. Mein Leiblings  
musik ist pop, weil mag ich zu tanzen.

~~Meine~~ ~~na~~ Nächtes jahr, wurde ich ein pop  
~~festen~~ feste mit ~~meine~~ meine familie  
<sup>gegangen</sup> gehen. Ich möchte zu ~~be~~ die beste  
resturant in die Stadtzentrum ~~und~~ gegangen.

Ich wurde ~~ein~~ pommes und henchen <sup>essen</sup>  
weil gib gibt es mein Leiblingsessen.



The candidate has managed to express some relevant information with development of the occasional point. The reader knows that the birthday is next week in May, although the surrounding language is not completely clear. The candidate explains what they would like for their birthday rather than the more general idea of what sort of presents they like, but this is nevertheless a partially relevant response and gives a successful personal opinion. The third paragraph is not wholly successful due to wrong use of the verb *wohne* and the muddled syntax, but there the reader can understand that the candidate likes celebrations and dancing. Because the time indicator is included in the final paragraph, there is partial communication: the use of the past participles confuses the overall meaning. The mark for Communication and Content is at the top of the 4-6 band since the response matches the descriptors in that band.

Straightforward structures are generally successful. Some verb forms are correct (*ist, möchte, finde*) and there is even linking with attempted *weil* clauses and with *und*. However, there is only variable success when referring to past and future events. In the final two paragraphs, the muddled verb forms and the wrong syntax with *war gibt* at the end of a sentence are errors which prevent meaning being conveyed. For these reasons, the most appropriate mark for Linguistic Knowledge is 2.



Without the adverbial expressions of time, the third and fourth paragraphs in this response would have become nonsensical. It is important to include these so that the reader is clear about what time frame is being signposted.

Some foundation tier candidates managed to write a reasonably coherent account in response to this question and added a wealth of extra detail to the basic information.

Meine Geburtstag ist am zehnten Oktober. Ich nicht gern es weil, das Wetter manchmal ziemlich kalt ist. Am liebsten heißer Wetter. Für meine Geburtstag ich mag eine Besuche mit meine Familie und Freunden gehen. Jedoch, wenn ich mehr Geld hätte würde ich Urlaub gegangen fahren.

Letztes Jahr, habe ich Spanien für die Wochenende mit meine Brüder gefeiert. Es war sehr spannend. Mein Lieblingsort war wenn wir essen hatte, es war lecker!

In der Zukunft wir werde besuchen mit meine Großeltern für meine Oma Geburtstag. Sie wohnen ~~am~~ in Türkei. Aber, ich denke wir sollte feiern

zusammen

die Welt und habe ein ~~groß~~ groß  
Party, das werde sein ~~mehr~~ mehr  
Spaß machen. ~~eben sie sind~~



The candidate has responded to three of the bullet points, but there is no mention of the sort of presents they like. However, in the information given, a wide variety of detail is added. Mostly, language is adapted well to interest and gives personal opinions although occasionally the reader has to pause to consider what is being conveyed (eg *Aber, ich denke wir sollte feieren die Welt zusammen ...*). Despite awkward corners, the candidate has communicated information relevant to the task with development of some key points and a mark of 8 is awarded for Communication and Content.

Different examples of straightforward grammatical structures are evident. These include subordination with *weil*, a conditional sentence and generally clear time frames. Language is frequently accurate. However, there are some wrong verb agreements such as *wir werde besuchen* and *sie wohnen*. In addition, word order is not always correct, for example, there is no inversion of subject and verb at the beginning of the third paragraph. Overall, this response fits best into the 5-6 band for Linguistic Knowledge and Accuracy and a mark of 5 is awarded.



Any relevant extra detail can be added to create interest. In this example, the candidate has described not only when their birthday is, but also that they do not enjoy the cold weather, what they like doing and what they would do if they had more money. This is a convincing personal response.

### Question 3 (b)

Candidates are required to write an informal email about work based on four bullet points. They have to state facts (where they are working now), give an opinion (why the job is good), describe a past event (what they did with their money last week) and refer to a future event (their ideal job in the future).

The majority of candidates who chose this option addressed the bullet points clearly, often displaying individuality and creativity. In response to the third bullet point, some did not mention spending money when describing what they did last week and others referred only to what they had earned rather than how they used their earnings. This affected the mark for Communication and Content.

It was clear that candidates had been well-prepared for this topic area and many were able to show enough evidence of complex structures to gain marks in the higher mark bands. Foundation tier candidates were often able to show that they had mastered at least the present and future timeframes and the grammatical future and the perfect tense of straightforward verbs were often used correctly. However, false friends such as *bekommen* rather than *werden* and *spenden* rather than *verbringen* or *ausgeben* often hindered effective communication.

A response in which the candidate writes about their own passions is often full of interesting detail as this piece of writing shows.

9 Meine Job ist • fußball spielen für Manchester united! Ich 9  
 8 habe spielen für fünf Jahre und ich liebe 17  
 6 meine fußball manschaft! Meine Job ist 23  
 6 sehr interessant denn ich Spiele für 29  
 8 ~~sechs~~ tag pro.woche. Meine Job ist als 37  
 7 gut denn ich bin supersportlich und 44  
 8 fußball spieler ist eine gut Job für meine. 52  
 6 ~~letztes~~ Letzes Woche ich spiele fußball im 56  
 7 park mit meine familie im Deutschland. Es 63  
 7 war gut aber das Wetter war schlecht! 70  
 7 Meine idealer Job für in der Zukunft 77  
 7 ist tischtennis spieler. Ich finde tischtennis gut 84  
 7 und interessant aber ich bin schlecht! Meine 91  
 9 familie lieber rugby aber ich hasse rugby denn es 100  
 8 war zu langweilig! Ich möchte du arbeitest in 106  
 9 Jcl sports denn ~~es~~ es war spaß! 114



The candidate communicates information relevant to the task with development of some key points. It is clear what the present job is (and this was accepted as a plausible response to the question *wo*), a reason is stated for why the job is good and there is a clear idea of what the ideal future job would be. However, the bullet point about how money was used last week is not addressed. Language is mostly effective and there are good expressions of individual thoughts and ideas which reflect the candidate's own interests. The response consists of mainly common familiar language. For Communication and Content, a mark of 7 is given.

The candidate uses mainly straightforward structures. There is evidence of some extended sentences, for example linking clauses with *denn* and *aber*. However, there are also some weaker corners where the errors prevent the meaning being conveyed (eg *Ich mochte du arbeitest*). For this reason, the 3-4 band is the best fit and the response is awarded a mark of 4 which reflects the good language used.



Candidates should take time to think about what each bullet point is asking them to write. Had this candidate not ignored the notion of *Geld* the mark for communication might well have been higher.

For this more challenging question, some foundation tier candidates managed to produce a coherent account worthy of a mark in the top band for communication.

Guten tag Elias,  
Ich arbeite ~~hier~~ im Café ~~und~~ und ich  
bin Kellner, es ist sehr Spaß denn  
ich spreche mit viele Leute aber ich  
hasse nervig Leute denn sie sind immer  
zu laut. Mein job ist wirklich toll  
denn meine Kollegen sind freundlich  
und wann es ist ruhig wir ~~das~~ machen  
Spaß. Letzte Woche ~~mit meinem~~  
~~geld~~, Ich ~~besuche~~ habe ich  
mit meinem geld ein ~~geschäft~~  
~~be~~ museum besucht und es war  
wirklich interessant denn ~~ich~~ ich  
liebe geschichte und es gefällt mir  
sehr. Meine traumberuf ist im büro  
denn es hat gut bezahlt und ich will  
viele geld verdienen.



This confident response covers all four required points and expands effectively on each one. Vocabulary is varied throughout and uncommon language at foundation tier includes *nervig*, *wirklich* and *es gefällt mir sehr*. The response fully deserves a mark in the 10-12 band for Communication and Content. However, some awkward phrasing (eg *es hat gut bezahlt*) means that a mark of 10 is the most appropriate.

There are different examples of straightforward structures including a modal verb in the final sentence and the verbs and time frames are generally sound. Linking is achieved with *denn* and *und*, but avoidance of the repeated use of the verb *to be* would have improved the overall quality of language. Nevertheless this response is worthy of the top mark in the 5-6 band.



Many examiners commented this year on a general misuse of the word *Spaß*. Only the most successful candidates can distinguish between *Spaß machen* and *Spaß haben*. By using the correct version *Es macht Spaß* rather than the anglicism *Es ist sehr Spaß*, this response would have created a better first impression.

## Question 4

In the final question in the foundation paper, candidates translate five sentences into German. These are graded in challenge from grade 1 to grade 5. The first three sentences are awarded a mark out of 2 each and the final two more challenging sentences are awarded a mark out of 3 each.

Most foundation tier candidates were able to score some marks on this question. The mark scheme allows for a degree of inaccuracy if the main sense of the sentence is communicated: this was particularly useful in Q04(d) where the past tense was often attempted but with some inaccuracy eg *gewohnt* without an auxiliary verb.

Although all vocabulary was taken from the minimum core vocabulary list, some items were less well-known: *only* and *village* (*nur* and *Dorf* were rarely seen). The verb *to live* also caused problems. However, sentences (a), (c) and (d) were often translated well, although the verb *fernsehen* was often not manipulated correctly in (e). Suitable German alternatives were accepted by examiners, such as *mit Mutter und Vater* in place of *mit meinen Eltern* and *TV schauen/ sehen* in place of *fernsehen*.

This candidate has attempted all five sentences and manages to score marks for each one.

### Family life

#### 4 Übersetze ins Deutsche.

(a) My family is small.

(2)

Meiner Familie ist klein

(b) I have only one brother.

(2)

Ich habe nur eins Brüder

(c) I like playing tennis with my parents.

(2)

Ich liebe spielen Tennis mit meinen Eltern.

(d) My mother lived in a village in Germany.

(3)

Meiner Mutter in ein village im Deutschland  
gewohnt.

(e) In the evening we watch television together in the living room.

(3)

Auf dem abends wir together in das living  
Zimmer fernsehen.



- (a) The misspelling of *familie* for *Familie* does not hinder clarity. 2 marks.
- (b) The errors do not hinder clarity and this is a rare example of a candidate who knew the word *nur*. 2 marks.
- (c) The wrong word order does not hinder clarity and all ideas are present in the sentences. *Ich liebe* was accepted instead of *Ich mag* or *Ich spiele gern*. 2 marks.
- (d) The only concept missing from the sentence is the word *Dorf*. Otherwise, the meaning of the sentence is partially communicated. The omission of the auxiliary verb hinders clarity but does not prevent the sense of the past tense being conveyed. 2 marks.
- (e) This was a more difficult version to assess. To say that the overall meaning of the sentence is not conveyed would be too harsh and therefore a mark in the middle band is appropriate. There is partial communication and some errors, particularly English words, prevent meaning being conveyed. 2 marks.



Rather than leave gaps, it is better to attempt sentences even if only some individual words are recognisable in the final version.

This example shows how a candidate can pick up marks even if the whole sentence is not translated.

**4 Übersetze ins Deutsche.**

(a) My family is small.

(2)

mein familie ist klein

(b) I have only one brother.

(2)

ich habe ein bruder

(c) I like playing tennis with my parents.

(2)

ich mag tennis spiele mit meine parents

(d) My mother lived in a village in Germany.

(3)

meine mutter \_\_\_\_\_ in deutschland.

(e) In the evening we watch television together in the living room.

(3)

in die arpitzen



- (a) There is full communication with only the minor error of *Mein* rather than *Meine*. 2 marks.
- (b) This is an example of partial communication because of the omission of *nur*. 1 mark.
- (c) This is also partial communication because the candidate has used the English word *parents* rather than the correct *Eltern*. 1 mark.
- (d) Only individual words are communicated but the overall meaning of the sentence is not communicated. 1 mark.
- (e) There is no rewardable material here. 0 marks.



Candidates should learn as many common verbs as possible (eg *spielen, wohnen, fernsehen*) and be aware of adverbs such as *nur* and *zusammen*.

## Paper Summary

To prepare for this paper, candidates should:

- Be familiar with all topic areas in the specification.
- Be able to produce straightforward sentences using common verbs in the present, past and future.
- Ensure that the three tenses are clearly differentiated and accurate.
- Learn as wide a range of vocabulary as possible including adjectives and adverbs or adverbial phrases which can add interest.
- Ensure that they are aware of German word order, including straightforward sentences with the main verb in the second position, inversion of subject and verb when necessary, the rules governing complex verb forms, and the difference between the position of verbs when using coordinating and subordinating conjunctions.
- Be able to use a range of structures that can be used to give an opinion such as *meiner Meinung nach* or *Ich finde, dass ...*
- Ensure that they know how to introduce more complex structures such as subordinate clauses into their written work.
- Practise translating sentences from English into German to convey the gist of the whole sentence.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

