



Examiners' Report **June 2024**

GCSE German 1GN0 4H

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Introduction

In the higher tier writing paper, candidates are required to answer three questions:

Q01(a) or Q01(b): an informal email of between 80 and 90 words.

Q02(a) or Q02(b): an article or a letter in a formal context of between 130 and 150 words.

Q03: a passage of about 50 words to translate from English into German.

In Q01(a) or Q01(b), candidates are required to write an account including present, past and future time frames and some opinion. Part (a) was more popular than part (b). In Q02(a) or Q02(b), they must produce a longer account including past, present and future time frames with some opinion and justification. Again, part (a) was the more popular choice for this question. In both essay questions, higher tier candidates are expected to show evidence of more complex structures as listed in the specification. The passage for translation in Q03 consists of four sentences which are targeted in the level of linguistic challenge from grade 6 to grade 9. The word counts for each question are recommendations only. All written work is assessed.

The first two questions are assessed for **Communication and Content** and for **Linguistic Knowledge and Accuracy**. Q03 is awarded a mark out of 12.

Candidates are 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. This series 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 points. Candidates were well prepared for the requirements and demands of each question. Almost all candidates managed to attempt the three questions. At the top end of the scale, there were some impressive responses which showed a secure command of German and ability to use learned language to suit the purpose of the question.

Question 1 (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. The interrogative *was für* occasionally caused problems and the word *Geschenke* was sometimes 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.

In terms of Linguistic Knowledge and Accuracy, a wide range of grammatical structures were often in evidence, often of a complex nature, and there was a higher degree of accuracy in many responses. Occasionally, adjectives were used in the wrong content, eg *Ich bin spannend/ Das Kino ist unternehmungslustig*. The verb *feiern* also caused problems for some and the past participle appeared variously as *gefriert* or *gefrieint*. The most successful candidates managed to include a wide range of complex structures, including subordination, inversion of main and subordinate clauses, infinitive clauses and good use of modal verbs.

This is an example of a response which omits one major bullet point and in which communication is obscured in places.

1 (a) Schreib eine E-Mail an deine Freundin Karla.

Du **musst** über diese Punkte schreiben:

- wann du Geburtstag hast
- was für Geschenke du magst
- wo du deinen letzten Geburtstag gefeiert hast
- Pläne für das nächste Fest in der Familie.

Schreib ungefähr 80–90 Wörter **auf Deutsch**.

(20)

Meine Geburtstag ist die 24^m März und ich mag meine Geburtstag weil es spannend ist. Ich fear meine Geburtstag um Spaß zu machen. ~~für meine Geburtstag~~ Normalweise für meine Geburtstag, gehen wir auf dem restaurant um zu es freit. Jedoch nächste Monat für meine Geburtstag werden wir auf Urlaub mit meiner Familie fahren. ~~Wir~~ Wir werde es die ~~Sonntag~~ Spammer weil es Sonntag ist. Letztes Jahr, bin ich für meine Geburtstag nach Österreich gefahren. ~~Ich~~ Es war sehr cool! Nächste Jahr werde ich mit meiner Familie ins Kino gehen. Auch werde ich in die restaurant essen weil es ~~aprz~~ Lecker ~~ap~~ ist.



The candidate refers to three of the four prescribed bullet points. However, there is no mention of what sort of presents they like. This means that the mark for Communication and Content is capped at the second to top band. The three points made are mostly comprehensible and are fully developed using familiar language. There are two sections which are less clear (*Ich fe[a?]r meine Geburtstag* and *Wir werde die Spanien*). For this reason, a mark of 7 at the lower end of the 7-9 band is awarded.

Different examples of straightforward grammatical structures are evident, including subordination with *weil* and an *um/zu* clause. The three time frames are clear. However, after a promising start with a longer sentence linked with *und* and *weil*, the accuracy is inconsistent and some verb forms insecure. A mark of 5 is awarded for Linguistic Knowledge and Accuracy.



It is not necessary to answer the four bullet points in order, it is more important to ensure that all four points are covered.

It is important to move away from the language of the stimulus and to show as much original language as possible. This candidate may well have been able to provide different ways of developing each of the main points.

(20)

~~Liebe Karla~~ Liebe Karla,

Ich habe Geburtstag im Dezember am 30. Dezember. Und wann hast du Geburtstag? Für Geschenke - was für Geschenke? Welche Geschenke magst du? Für mein Geschenk mag ich etwas Bisher oder eines neues Handy, ~~weil~~ weil mein Handy kaputt ist. Meinen letzten Geburtstag haben ~~wir~~ ich im London gefeiert. ~~Ich~~ ^{Mir} und, meine Familie und meinen Großeltern Großeltern, ~~haben~~ ~~uns~~ ^{haben} ins ein museum gegangen. Danach ~~haben~~ ^{haben} wir in ein Chinesische Restaurant gegessen. Wo hast du deinen letzten Geburtstag gefeiert? Und was für deine Pläne für das nächste Fest in der Familie? Für das nächste Fest in der Familie plane ich mit meine Mutter viele leckeres

Essen zu ~~machen~~ ~~machen~~ kochen

Ich freue mich auf deine Antwort.



The candidate covers all four bullet points and extends each piece of basic information. The development often relies more on rephrasing the language of the stimulus as questions rather than using original language. Nevertheless, everything is comprehensible. There is plenty of information to interest the reader to warrant a mark of 10 in the 10-12 band.

There is variation in the grammatical structures, including complex structures such as *weil* and an infinitive clause with *planen zu*. Questions are phrased correctly and tenses are clear and accurate. However, there are some errors which have to be taken into account in assessing Linguistic Knowledge and Accuracy. For example, in the middle of the first page *mir* is used as the subject which is a major error in German. This response gains a mark of 7.



Questions are often an effective way of adding interest to the response, but they should not be overused.

Question 1 (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).

This question produced many strong pieces of writing at higher tier. Most candidates were able to answer and develop the first two points well. The most popular jobs were those in cafés, restaurants or bakeries, but a number of candidates worked in professions such as engineering or healthcare. Most were able to list several positive aspects about their work, normally that it was interesting, that they were able to meet new people and that colleagues were friendly. Some also gave disadvantages. The pay was often given as either an advantage or a disadvantage and some candidates then linked this nicely into the next bullet point. For the third paragraph, some candidates simply wrote a generic paragraph in the past tense, but often this would not refer to buying anything. Most candidates were able to answer the final bullet point successfully.

Most higher tier candidates have a secure command of the three main time frames required. However, verb agreements and word order were not always consistent. At the top end of the scale, candidates were able to show evidence of a wide range of structures such as clauses with *damit* and *bevor*, modal verbs in the perfect tense and even the occasional conditional sentence with *wenn*.

This is an example of a response right at the top end of the scale which goes beyond the linguistic requirements of the question.

Im Moment, arbeite ich ~~in einem kleinen Restaurant~~ als Kellnerin in
einem kleinen Restaurant, was besonders ^{hervorragend} ~~sehr hervorragend~~ ist obwohl,
es keine gute Genossenschaft großzügiges großzügiges Genossenschaft gibt. Ab und
zu, arbeite ich manchmal zu Hause um mein Vater zu helfen.

Persönlich, glaube ich, dass mein Job extrem fabelhaft ist weil, es ~~es~~
viele Aufstiegsmöglichkeiten ^{hat} jedoch, hasse ich mein Arbeitsgeber, der
sowohl egoistisch als auch ärgerlich ist denn er ist zu laut was
mir auf die Nerven geht.

~~Letztes~~
letztes Woche, ^{bin} habe ich nach London gefahren um die Sehenswürdigkeiten
zu ^{besichtigen} ~~sehen~~ aber es war unglaublich teuer und deshalb, ^{nachher} ~~weitere~~ muss ich

nächste Woche

✓ mehr ~~zu~~ arbeiten. Außerdem, habe ich mit meinen Freunden in der
einkaufsgängen
Innenstadt ~~gelaufen~~, was äußerst unterhaltsam war denn ich habe
Zeit mit Freunden zu verbringen.

Wenn ich älter bin, will ich im Ausland arbeiten um mit Leuten in ihrer
Muttersprache zu kommunizieren, weil ich Fremdsprache sehr notwendig
finde
~~ist~~ und es macht mich glücklich. Ich würde als Apotheker arbeiten aber
Pflichtfach wie Naturwissenschaften gefallen mir nicht.



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This is an extremely confident piece of writing. All four bullet points are covered more than adequately and each basic point is extended in an interesting way. In the third paragraph, the candidate does not specifically mention how much was spent, but the implication is clear: they had an expensive time and therefore have to earn more money next week. Vocabulary is rich and varied. This response gains 12 for Communication and Content.

Language is varied and accurate throughout. There are many examples of complex language including the rarely seen correct use of *was* as a conjunction and a relative clause. Though not wholly accurate (eg in *einen kleine Restaurant*), no errors hinder clarity of communication. This response is awarded 8 for Linguistic Knowledge and Accuracy.



Knowledge of case structure in German is fundamental and candidates should master this as much as possible. However, examiners recognise the level of difficulty and take this into account when assessing the overall quality of language.

Not all higher tier candidates were able to produce fluent accounts. Some may well have fared better at foundation tier.

Leine Glas,

Mein jetzt Chef ist eine Kellnerin arbeitest es ist sehr gut,
weil sie anstrengend meine colleague, und wir so Spaß
gemacht haben. Jeden wochenende ein acht uhr
arbeiten.

Der job gut ist, weil machte ich geld Geld gut ist. Obwohl
letztes job war nicht gut Geld und lange uhr gearbeitet.
war im sel smutzen, sie meine halb Geld was ist
gut ist.

Letzte wache mit deinem Geld hast ich war arbeitest
zwolf uhr, ich war ~~sech~~ achtundneunzehn punct.

ich pläne ein Teilartz für meine Mütter company, im fünf
jahr. Ich war Schule für Teilartz studieren, für sechs jahr.



Communication is laboured in this response. However, a sympathetic reader can just about understand that the candidate works as a waitress, that this job is better than the previous one which was poorly paid and that they intend to work as a vet in the future. The response to the third bullet point does not make sense. This means that the candidate has communicated information relevant to the task with development of the occasional point. The mark awarded for Communication and Content is 4.

The candidate attempts to produce straightforward sentences but even basic syntax is flawed with verbs often in the wrong position. There is linking but it is rarely successful. Time frames are given but the tenses used do not always match. The errors here often prevent meaning being conveyed (eg *Letzte Woche mit deinem Geld hast ich war arbeitest zwolf Uhr*). To reflect the use of a variety of vocabulary and adverbial structures, the response gains 2 marks for Linguistic Knowledge and Accuracy.



It is sensible to think carefully about the level of entry for each candidate to enable them to show their best German in the most favourable context.

Question 2 (a)

Candidates are required to write an article about holiday preferences including details of their favourite holiday destination (description/ present tense), the advantages of a family holiday (opinion/ present or past tense), what they did on the last holiday (narrative/ past tense) and details of a first holiday with friends (information/ future intent).

Many candidates wrote fluently on this question which was clearly a topic they had prepared well. However, *Ferienziel* was often misinterpreted to mean type of holiday. There were spirited descriptions of family holidays and the fact that they were cheap because parents paid for everything or that they gave the family a chance to spend quality time together. Some candidates were keen to mention the many disadvantages. The final bullet point was usually detailed. Many candidates wanted to visit Germany or Switzerland. Some omitted the idea of *mit Freunden* from their answer.

Less successful candidates struggled with the past tense of even high frequency verbs such as *gehen, fahren, spielen* and *trinken*. They often did not use the appropriate auxiliary verb or past participle and were not able to achieve the correct word order in subordinate clauses. However, many candidates were able to show a confident use of a range of more complex structures such as *planen* or *vorhaben* with an infinitive clause, subordination with *als* or *wenn* using complex verb structures and a sound command of several modal verbs in the present and simple past tenses.

In this and the next option, many examiners commented on an overuse and often inappropriate use of idioms in random contexts. These included: *die Trauben hängen hoch, Tomaten auf den Augen haben, der Apfel fällt nicht weit vom Baum, in den sauren Apfel beißen, das ist der Hammer, ich drucke mir die Daumen*. One of these used correctly in an essay can be impressive; a string of them often, is out of place and spoils the overall effect.

The key to gaining access to the higher mark bands for this question is consistency in addressing all four bullet points and consistency in the quality and range of language used. This response is not consistent enough to attain marks above the lower mark bands.

2 (a) Schreib einen Artikel über Urlaub.

Du **musst** über diese Punkte schreiben:

- Pres • dein ideales Ferienzeil *ideal celebration trip (Traumurlaub)*
 - Pres
opinion die Vorteile von einem Familienurlaub *opinion on family holiday*
 - Post • was du im letzten Urlaub gemacht hast *last holiday was what billiger als*
 - zukunfts Pläne für deinen ersten Urlaub mit Freunden. *Plan for first holiday*
- Rechtfertige deine Ideen und Meinungen. *opinions* *sich* *ich denke* *meinung* (28)
- Schreib ungefähr 130–150 Wörter **auf Deutsch**.
35 words each point

Mein ideales Ferienzeil ist ein Urlaub nach der Schweiz, weil die Landschaft äußerst schön ist. Ich denke dass werde ~~so~~ ganz lustig sein, weil es viel Spaß macht werden.

Meiner Meinung nach ist einem Familienurlaub nicht nur wichtig, sondern auch äußerst nützlich, weil es helpe die familie kann und es billiger als Urlaub ist.

Für meinen ~~letzten~~ Urlaub, ~~habe~~ ^{bin} ich
nach Berlin gefahren, weil der viele
heute ist. Ich danke dass
meine Urlaub war sehr toll, weil
die Reise ~~ist~~ sehr Bequem und
nicht laut war. Ich ~~habe~~ bin
nach Berlin gefahren, um meine
Deutsch Sprachkenntnisse zu verbessern.

Für meinen ersten Urlaub mit
Freunden, allen wir nach der Schweiz
gefahren!



The candidate develops the first and third bullet points effectively, for example, with reasons for liking Switzerland and for why the last Berlin trip was successful. However, the other two points are not communicated well and have little or no development. Vocabulary and language are mostly familiar. The 1-4 band is the best fit for Communication and Content and the response gains 4 marks.

There are occasional sequences of fluent writing: in the first paragraph the candidate uses *weil* successfully on one occasion but the syntax becomes tangled in the latter part of the paragraph. The past tense is secure in the third paragraph and there is a good complex structure with *um/zu*. However, the errors of word order, the use of *der ... ist* in the third paragraph and the wrong verb formation in the final paragraph mean that this response can be awarded no more than 2 for Linguistic Knowledge and Accuracy.



Candidates should learn to use *es gibt* and *es gab* properly and then use these forms sparingly in their writing.

Ferienziel in the stimulus was often misunderstood and full communication to the first bullet point was only achieved when a destination was mentioned, even if this was *ein Urlaub auf Balkonien* which appeared regularly.

Urlaub

meine ideales Ferienziel ist ~~unbestimmtes~~ die Sommerferien, weil Ich ein Strandurlaub in die Vereinigten Arabischen Emirate könnte gehen. Ich würde in die Sonne liegen ~~unbestimmtes~~ und mit meine Freunden plaudern. In meiner Meinung nach, Urlaub mit ~~meiner~~ Freunde ist lustiger als ~~mit~~ meine Familie, weil wir nicht uns verstehen.

Jedoch, ein Vorteile von einem Familienurlaub ist dass ~~unbestimmtes~~ Sie können sehr ~~unbestimmtes~~ humorvoll sein! Familienurlaub sind sehr Spaß!

Wenn sie lustig sind,
Persönlich, Ich spielte Tennis gern mit meine ägerlich Schwester von ~~unbestimmtes~~ einen Urlaub, weil die Sonne

~~Ich~~ mich in ein gut gelaunt hatte! ^{Gibt es} ~~es~~
viele Aktivitäten für Familienurlaub. Zum Beispiel,
Schwimmen ^{gehen} ~~ist~~ die spannendste Zeit! Mich
und meine Familie durch dick und dünn. ~~Am~~
~~Am~~ Am die Tage ende, wir lieben uns selbst, so
Familienurlaub sind toll. Endet gut, alles gut!

Letzen Urlaub, war Ich ^{mit meiner} ~~Beste~~ ~~Freunde~~ ~~die~~ ~~Oma~~
in der Schweiz gefahren.
Wir wanderten in den Bergen und es war äußerst
kalt! Die Temperaturen liegen zwischen zwei
und ~~sechs~~ sechs Grad. Auch, wir in die Stadtmitte
gegangen, weil ^{war} ~~war~~ ^{war es} ~~es~~ viele ~~Sehenswürdigkeit~~
Ich hatte gehofft dass wir ~~ein~~ neue Leute kennengelernt
~~haben~~ aber es war keine Zeit. Dieser Urlaub war
~~es~~ nur drei Tage lange für ein kleine Wochenends
ferien. Es war ein Erlebnis ^{werde} ~~es~~ Ich nie vergessen.

Meine ersten Urlaub mit Freunden werde in
Deutschland sein, weil wir alle Deutschkenntnisse
haben! Ich finde die Kulturangebot ~~sehr~~ extrem
interessant. Leider, meine Beste Freunde werden
nicht ~~gehen~~ gehen nach Deutschland, weil er hasst
~~das~~ das Wetter. Das ist wurst zu mich! Wir
werden für meine nächstes Geburtstag gehen, weil
es ein sicheres Umfeld ist! ~~Ich~~ Ich
möchte viele Geschenke habe und für die Urlaub

zu spaß sein. Hoffentlich es wird ein Abenteuer sein!

Danke! ~~XXXXXXXXXX~~



The candidate responds to each bullet point. At first it seems that *Ferienziel* has been misunderstood perhaps as *-zeit*, but the mention of the beach destination in the UAE is an acceptable response. There are plenty of ideas about why a family holiday is advantageous but the wording of some points is such that it is not always immediately clear what is meant (eg *weil die Sonne mich in ein gut gelaunt hatte*). A full explanation is given about a past holiday, but in the final paragraph communication is again occasionally unsuccessful (eg *Ich möchte ... für die Urlaub zu spaß sein*). Despite the awkward corners the candidate has managed to convey a lot of information and this response edges into the 9-12 band for Communication and Content, gaining 9 marks.

There is some variation of grammatical structure but only some examples of complex language such as subordination with *weil* and *dass*. However, these structures are not wholly successful. Time frames are clear, but verb forms are often incorrect (eg *Familienurlaub sind ...*, *Ich möchte viele Geschenke habe*). Word order is often unsuccessful and inversion when necessary is variable. However, there are some extended well-linked sentences. This response merits a mark in the middle of the 4-6 band for Linguistic Knowledge and Accuracy so gains 5.



Lack of inversion when necessary is one of the more major errors in German writing. Candidates should check their work carefully to ensure that the syntax follows the basic rules.

Question 2 (b)

Candidates are required to write a formal letter about the school day including details of a normal school day (description and opinion/ present tense), the advantages of school clubs (opinion/ present tense), what they did in school yesterday (narrative/ past tense) and details of how next year will be different (information/ future intent).

This familiar topic produced a large range of responses. Most candidates were able to write a detailed description of the school day but some were unnecessarily long. The second bullet point offered a good level of challenge and reasons for joining school clubs ranged from social contacts to having fun to playing sport to keep fit. The third and fourth bullet points were frequently successful. Descriptions of yesterday in school often mentioned what had been learned in certain subjects, a class visit or the quality of school lunch. For the fourth bullet point, many candidates linked the idea of next year being different to starting new schools and having new teachers.

The quality of German was varied. When writing about familiar topics, candidates sometimes tend to rely on simple structures rather than consider how to show off their best German. It was noticeable that those who sketched a plan and jotted down some notes before writing their final version often gained higher marks for Linguistic Knowledge and Accuracy. However, at the top end of the scale there was evidence of an impressive range of structures such as subordinate clauses with *obwohl* or *sobald* first in the sentence, infinitive clauses with *um/zu* or *ohne/zu* and a confident use of separable verbs such as *teilnehmen* or *stattfinden*.

The school day was a popular topic and there were many interesting accounts which showed that this was a very familiar topic. When candidates stick to what they know and display a wide range of grammatical structures used correctly, they can achieve high marks.

The school day

(b) Schreib einen Brief an eine Zeitung über deinen Schultag.

Du **musst** über diese Punkte schreiben:

- wie ein normaler Schultag ist
- die Vorteile von Klubs in der Schule
- was du gestern in der Schule gemacht hast
- wie dein Schulleben nächstes Jahr anders sein wird.

Rechtfertige deine Ideen und Meinungen.

Schreib ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Ein normaler Schultag für mich ist sehr interessant. In einem Tag, habe ich fünf Unterricht, zum Beispiel Mathe, Englisch ~~und~~ und Religion. Ich bin der Meinung das Religion langweiliger als Englisch ist, ~~und~~ obwohl ich Mathe am Schwierigsten finde. Auch, habe ich zwei Pausen pro Tag. In die ~~ersten~~ ^{ersten} Pausen, chatte ich mit meine Freunde, ich spiele Tennis ~~oder~~ Rugby, und ich studiere in Bibliothek um gut in mein Prüfungen zu machen. In die ~~zweiten~~ ^{zweiten} Pausen, kaufe ich Essen von Schulkantine. Es ist immer lecker, obwohl es extrem ~~teuer~~ ^{teuer} ist, und es kann manchmal kalt sein.

Ich bin der Standpunkt, daß Klubs, viele Vorteile hat. Zum Beispill, kann man neues Leute kennenlernen.

Personlich, habe ich alle meine Freunde im Fußballklub gefunden. Auch, kann Klubs toll für deine körperliche Gesundheit sein. ~~Sind~~ Zum Beispiel, ist Sport sehr wichtig um gesund zu bleiben. Schließlich, bringen Klubs Leute ^{zusammen} ~~zusammen~~, und das extrem positiv ist.

charakterlich

Gestern, habe ich ein extrem ~~charakterlich~~ Tag gehabt. Erstens, habe ich Geschichte gelernt. Wir haben über die Kälten Krieg gestudiert, zum Beispiel Kapitalismus gegen Kommunismus. Es war echt faszinierend. Zweitens, habe ich Chemie gelernt. Es war ~~wirklich langsam~~ ^{wirklich} weil mein Lehrer so langweilig ist. Ich liebe Chemie! Es ist am liebsten. Und dann, habe ich eine Schulfahrt gehabt. Wir haben ein Schloss gesehen. Es war so cool; über fünf hundert Jahre alt! Wir haben so viel gelernt - es war total faszinierend. Obwohl es extrem positiv war, ^{war} ~~habe~~ ich super spät für Abendessen.

Nächstes Jahr, werde ich Erdkunde, Kunst und Mathe für mein Abitur studieren. Ich möchte Erdkunde lernen weil es extrem interessant ist. Ich werde Kunst machen weil ich ganz kreativ bin. Obwohl ich Mathe liebe, ist es wichtig an Universität zu gehen, also muß ich es studieren. Das ist so ärgerlich! Nächstes, verändert mein Schulleben relativ

Entspannt sein, weil ich weniger Fach habe. Ich denke
daß, daß sehr positiv ist.



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This candidate has made the most of learned language to produce a coherent, interesting and varied account. All information is conveyed and there is mostly effective development. For the most part, language is used effectively, but there are some sections where the language is not able to communicate the point clearly (eg *um gut in mein Prufungen zu machen* and *Wir haben unter[?] die Kälten Kreig gestudiert*). This precludes a mark in the top band for Communication and Content. This response gains 11, towards the top of the 9-12 band.

There are some very good structures in evidence including *obwohl* clauses in first position in the sentence with correct inversion following. Syntax is varied throughout and this can be described as a predominantly fluent response. Language is mostly accurate, but there are some errors which again mean that a mark in the top band is not possible (eg *In die erstens Pause chatte ich mit meine Freunde and daß Klubs viele Vorteile hat*). The response for Linguistic Knowledge and Accuracy sits more comfortably in the middle of the 7-9 band and gains a mark of 8.



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Examiner Tip

It is commendable to attempt to give information which is individual and interesting but candidates need to ensure that they have the linguistic skills to express their ideas.

There were some outstanding responses to this question of which this is a good example.

scribes:

Ein normaler Schultag beginnt um Acht Uhr Dreizeig.
Wir treffen zusammen in der Aula und danach
beginnt der erste Unterricht an. Leider haben wir
oft ~~keine~~ Klassenarbeiten in der ~~ersten~~ ersten Stunde. Wir machen
eine kleine Pause und danach dann müssen wir viel
mehr lernen. Dann ~~beginnt~~ ~~mein~~ beginnt ~~mein~~ ^{meine} Lieblings-
Lieblingsstunde: Mittagessen. Normalerweise essen wir in
der Kantine, obwohl ist ~~das~~ das Essen sowohl ~~auch~~ ungesund
als auch schlecht.

Meiner Meinung nach ~~haben~~ ~~sich~~ haben A.G.s in der
Schule viele Vorteile. Zuerst gibt es ~~ein~~ ^{ein} ~~ein~~ Möglichkeit
~~vielen~~ ~~andere~~ viele andere Leute zu treffen. Außerdem
gibt es keinen ~~zu~~ Zweifel, dass sie Spaß machen.
Es gibt viele A.G.s und sie haben alle andere Vorteile.

Zum Beispiel, kann man mit deinen Freunden Fedeball spielen, oder Schmuck machen.

Gestern in der Schule habe ich Quatsch mit meinen Freunden gemacht, um mich zu entspannen. Außerdem haben wir ~~darauf~~ eine kleine Klassenfahrt gemacht. Wir haben die ~~bes~~ Sehenswürdigkeiten in der Gegend besichtigt, und ~~das~~^{es} hat mir gefallen.

nächstes Jahr

Leider habe ich ~~in der Zukunft~~ ~~ein~~ ~~Zukunft~~ ~~wird~~ viele wichtige Prüfungen, und deshalb habe ich ~~zu~~ Angst. In der Oberstufe habe ich Prüfungen, dass ich ~~kann~~ nicht durchfallen kann. ~~Jedoch~~ ~~ich~~ ~~freue~~ ~~mich~~ ~~Trotzdem~~ ~~freue~~ ~~ich~~ ~~mich~~ ~~darüber~~ ~~Trotz~~ ~~Trotzdem~~ ~~freue~~ ich mich darauf, da ich auch ein neues A.G. machen kann, und es wird viel Spaß ~~gemacht~~^{machen}. Alles in allem kann ich nicht besser erwarten!



This is an excellent response which communicates detailed information in an interesting way without repetition. The candidate consistently uses vocabulary which is not normally seen at this level (eg *Aula, AGs, Quatsch, alles in allem*). At no stage does the reader feel that communication is compromised. There is creative use of language to express a wide range of ideas, for example in the description of yesterday at school. A couple of slightly awkward expressions in the final paragraph make the reader falter (eg ... *dass ich nicht durchfallen kann and ... kann ich nicht kaum erwarten*) but overall there is consistently effective adaptation of language. This gains 14 for Communication and Content.

The candidate gives evidence of a wealth of grammatical structures with an impressive use of infinitive clauses and reflexive verbs as well as a sound grasp of tenses and syntax. The letter is fluent and well-linked throughout with the use of appropriate adverbs and adverbial phrases. The writing is consistently but not wholly accurate. For example, the accusative case of *Unterricht* rather than the nominative is used in the first paragraph. In addition, the verbs are varied but lack the flair which would secure a mark at the top of the 10-12 band. This response gains 10 for Linguistic Knowledge and Accuracy.



Adverbial phrases, as used here, are often the key to linking together a fluent response. When they are deployed correctly with inversion, the response sounds natural and is pleasant to read.

Question 3

The translation into German of 50 words in English is split into four sentences which are targeted in increasing order of challenge. The passage includes a mixture of first and third person verbs mostly in the present tense with one past tense (*my parents bought*). More challenging structures include subordinate clauses with *wenn* and *dass* and a compound verb in the final sentence with subordinate word order.

All words in the passage are taken from the minimum core vocabulary list. However, the least well-known were *raining*, *watch television*, *table* and *bedroom*. Nevertheless, most managed to attempt the whole translation and there was a wide range of marks.

The most successful sentence was the first one although the word order was often random and occasionally less successful candidates used *gern* as a verb. The reasonably familiar clause *Wenn es regnet* was managed by very few and *regnet* was often confused with *Regeln*. It was surprising to see how often *Tisch* was given as *Table* and *Schlafzimmer* as *Bettzimmer* or even *Badezimmer*. The verb *bleiben* was often confused with *stehen* which often prevented the meaning of an otherwise correct sentence being conveyed completely. The most common errors were confusion of *können* and *kennen* and wrong verb agreement in the subordinate clause. Examiners also noted that word order was variable, particularly with inversion or subordinate clauses.

The translation is marked holistically out of 12. Many candidates whose command of vocabulary and structures was sound were able to score marks in the top box (10-12) and some gave a perfect translation which was wholly accurate and there were few versions which could only be awarded a mark in the 1-3 band.

Wrong translations of phrases in the passage and incorrect words have an impact on the overall mark, even when all four sentences are attempted.

Am Wochenende, ich gehe gern die Kino in die Stadt mit mein Bruder und Schwester.
Wann ich regnet, wir werde in Haus gehen und gemsehen. Gestern, meine Eltern haben ein neues Table gekauft für mein Raume. Ich hoffe wir werden Tennis spielen nachstes Samstag.



ResultsPlus
Examiner Comments

The meaning of the passage is partially communicated. The candidate has communicated wrong phrases in the second sentence (*Wann ich regnet* and *wir werde im Haus gehen*) and words in the third sentence (*Table* for *Tisch* and *Raume* for *Schlafzimmer*). In the final sentence, *werden* is used instead of *können*. In addition, language structures are only sometimes accurate. *Ich gehe gern* is correct but there is no inversion in the first sentence. In the final two sentences, the verbs are in the wrong place. This is awarded a mark of 5 in the middle of the 4-6 band.



ResultsPlus
Examiner Tip

Word order matters in German. Candidates should make sure that they know the rules for using two verb structures, for example in the perfect and future tenses or in subordinate clauses.

This is an example of a translation which conveys all the information from the English passage and gains a mark in the top band without being completely accurate.

Family life

3 Übersetze ins Deutsche.

At the weekend I like going to the cinema in town with my brother and my sister. When it is raining, we stay at home and watch television together. Yesterday my parents bought me a new table for my bedroom. I hope that we can all play tennis next Saturday.

Am Wochenende, gehe ich gern ins Kino in der Stadt mit meinem Bruder und meiner Schwester. Wenn es regnerisch ist, wir zu Hause ~~zu~~ bleiben und wir fernsehen zusammen. Gestern, haben meinem Eltern ein neues Tisch für mein Zimmer gekauft. Ich hoffe, dass wir alle Tennis spielen nächstes Samstag spielen kann.



The meaning of the passage is fully communicated. The minor omission of *to me/ mir* in the third sentence does not compromise the overall message. No errors hinder clarity. However, there are some errors which mean the mark cannot be awarded at the top of the 10-12 band. For example, the second sentence starts well with a correct subordinate clause with *wenn*, but there is then no inversion of the main verb and *fernsehen* does not appear in its correct separated form. Similarly, the wrong verb agreement at the end of the final sentence stands out as being a more serious error. For these reasons a mark of 10 is awarded.



Candidates should be encouraged to check their work carefully, paying particular attention to word order and verb agreements. If time allows, it is a good idea to write out an amended version.

Paper Summary

To prepare for this paper, candidates should:

- Be familiar with all topic areas in the specification.
- Be able to produce coherent sentences using a variety of verbs in the present, past and future.
- Practise using as wide a range of verbs as possible to avoid repetition of *es gibt/ es gab* and *ist/ war*.
- 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 ...*
- Be able to justify their opinions and to explain advantages and disadvantages.
- Ensure that they know how to introduce more complex structures such as subordinate and infinitive clauses into their written work.
- Practise translating passages from English into German to convey the gist of the whole passage and learn to use repair strategies when they are unsure of a structure or an item of vocabulary.

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>

