



Examiners' Report June 2023

GCSE German 1GN0 4F

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June 2023

Publications Code 1GN0_4F_2306_ER

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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: 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 one 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 were in English and the bullet points were 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 questions. Omission of an opinion in Q01 was rare and in the other essay questions, the majority of candidates showed an awareness of the three time frames 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 the optional questions, Q02(a) was slightly more popular than Q02(b) and Q03(a) was more popular than Q03(b). However, there was a wide range of success in all questions and, at the top end of the scale, there were some impressive responses particularly to Q03.

Question 1

The picture of a party in a garden allows candidates to describe, for example, the number of people, what they were wearing, the surroundings and what the young people were doing. Many candidates had plenty to write and most commonly described the number of people and their clothes or hair. Only the most successful managed to convey activities, eg filming, having fun, chatting.

Opinions, which could be about this party or parties in general, were often stated clearly using phrases such as *Ich finde ...* or *meiner Meinung nach*, but it was also possible to convey an opinion at this level with a simple statement such as *Die Party ist toll*. More successful responses went beyond the requirements of the task and included a reason with a *weil* or *denn* clause. Where an opinion was not given, the mark for communication and content was capped at 4.

Linguistic quality was variable. The most successful responses wrote straightforward sentences in the present tense with at least one example of linking, eg two clauses linked with *und* or *aber*. At the lower end of the scale, some candidates managed only to convey occasional German words with too much mother-tongue interference to score above 2 for the language mark.



(Source: © PAL)

1 Beschreib das Foto **und** schreib deine Meinung über die Party.

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

Auf dem Foto gibt es ein party, mit viele Leute. Sie sind glücklich. Die wetter ist sehr schön. Die mädchen hatte lange schwarze haare, und die jungen trägt einen weisses T-shirt. Ich finde parties sehr Spas und unterhaltsam, denn wir kochen essen. Das ist lecker und toll.



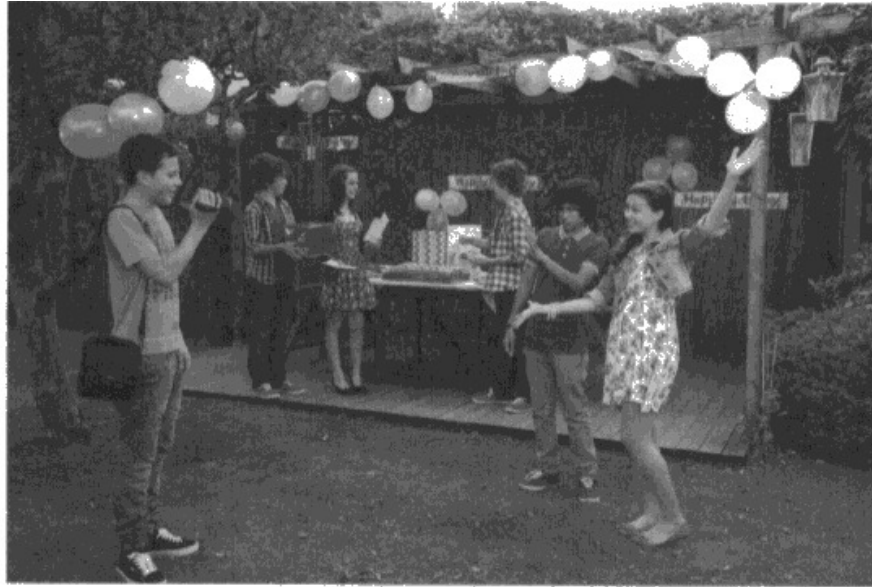
This candidate has produced six clear sentences with 47 words in total. Although this exceeds the suggested word limit the whole response is assessed.

The response communicates throughout with no ambiguity. The past tense in the third sentence does not detract from the overall clarity. The candidate is able to describe the picture well and to express a good opinion about parties. Vocabulary goes beyond the familiar with the use of *unterhaltsam* and *lecker*. This deserves full marks for communication and content.

The candidate produces simple sentences and there is evidence of successful linking with *und* in the fourth sentence and *denn* in the fifth sentence. There is a high level of accuracy. In particular, the verbs are correctly conjugated. The response also scores full marks for linguistic knowledge and accuracy.



In this question, only the present tense is required. Successful responses usually give evidence of correct conjugation in the first and third persons.



(Source: © PAL)

1 Beschreib das Foto **und** schreib deine Meinung über die Party.

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

In der photo es gibt sechs män In eins
Party. eins ist photo taken, und zwei ist
celebratory. ~~one~~ : ~~two~~ weare Rock und
blause.



This response begins with partial success but becomes muddled after the first line.

The candidate just about manages to convey the idea that there are six people in the photo. However, the introduction of the English words thereafter means that communication is not achieved. There is limited success in using language to give short descriptions. The mark for communication and content is 2.

The candidate has managed to use *es gibt* but otherwise only produces a few isolated words. Frequent errors prevent meaning being conveyed. The mark for linguistic knowledge and accuracy is 2.



It is important to try to avoid using English words in the response. These will usually prevent meaning being conveyed.



(Source: © PAL)

1 Beschreib das Foto **und** schreib deine Meinung über die Party.

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

Auf dem Foto, gibt es eine mann + foto mache
am ~~geburtstag~~ eine geburtstag. der ist zweier kinder
~~leben~~ der foto und Sie Seht sehr
entspannend.



This candidate has clearly learned some useful structures, but does not reproduce them accurately enough for the meaning to be conveyed successfully.

The response lacks an opinion about the party and therefore cannot access the top band for communication and content. However, the candidate manages to convey some basic ideas using a small selection of familiar vocabulary. The mark for this category can remain at the top of the middle band.

Simple sentences are attempted, but the present tense is only partially successful. The errors (eg *der ist* rather than *es gibt* and *seht* without the separable prefix) hinder clarity of communication. On balance, this response edges into the 3-4 band for linguistic knowledge and accuracy.



This question can be answered with three clear sentences to achieve full marks: one perhaps describing the number of people, one giving some extra detail about the picture and one giving a clear opinion perhaps with an added linking clause with *denn*.

Question 2 (a)

Candidates are required to write a short email to a school in Hamburg about a forthcoming visit. The bullet points ask for basic information (when the trip is, where they learn German and what German is like) and a future time frame (what they will do in Hamburg).

There were some very good responses to this question. Those candidates who understood the bullet points managed to produce a short coherent and relevant account. The most successful developed each point with a little extra detail, eg the date of arrival in Hamburg and a reason for going; where they learn German and something about the teacher. Most were able to say at least what they thought of the German language but often did so without mentioning where they learned the language. Some failed to say what they planned to do in Hamburg which affected the mark for communication and content. One missed bullet point capped the mark for communication and content at 6.

When candidates wrote about a trip which had already happened, as much of the response as possible was assessed. Sometimes, however, there was no present time frame in the answer which affected the mark for linguistic knowledge and accuracy. Another common omission was a reference to a future time frame. In such cases, it was often difficult to award more than 4 marks for linguistic knowledge and accuracy.

However, many candidates managed to show evidence of straightforward and accurate sentences with simple linking, usually with *denn* and occasionally even with *weil*. In addition, the future tense with *werden* was quite well-known and accurately produced, or a present tense was used with a correct time indicator such as "next week".

2 (a) Schreib an eine Schule in Hamburg:

Schreib:

- wann du nach Hamburg fährst when do you travel to Hamburg
- wo du Deutsch lernst where do you learn German.
- 0 • wie du Deutsch findest how do you find German.
- F • was du in Hamburg machen wirst. what will you do in Hamburg.

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

(16)

Sehr geehrte Damen und Herren,

Nächstes Jahr werde ich nach Hamburg fahren,
weil es heiß ist.
Ich lerne Deutsch in der Schule. Ich finde
das toll.
Ich finde Deutsch sehr toll, aber es
ziemlich schwer ist. Ich liebe die
Lehrerin, weil sie nett ist.
Ich werde chatte mit meinen Freunden
und kaufen gehen. Ich werde auch ein
Markt gehen, weil ich finde das toll.



This response is an example of one which fulfils all the requirements of the task.

The candidate states clearly the information required by each bullet point and develops each one by adding at least one extra detail. The language used is selected carefully and goes beyond the stimulus. The repetition of *Ich finde das toll* is an example of "little repetition" and the rest of the response is varied enough to merit a mark firmly at the top of the 7-8 band for communication and content.

Grammatical structures are predominantly straightforward although there is evidence of good linking with *weil* and *aber*. The reference to a future event using the grammatical future is clear and meets the requirements of the task. Some of the verbs are incorrect and some syntax is faulty. However, none of the errors hinder clarity of communication. For that reason, this response can also gain full marks for linguistic knowledge and accuracy.



The grammatical future with *werden* is not necessary but there must be a reference to a future time frame. This may be achieved with the present tense with a suitable adverbial phrase or with the conditional *Ich möchte*.

2 (a) Schreib an eine Schule in Hamburg:

Schreib:

- wann du nach Hamburg fährst
- wo du Deutsch lernst
- wie du Deutsch findest
- was du in Hamburg machen wirst.

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

(16)

Sehr geehrte Damen und Herren,

Hallo! Ich werde Hamburg ~~wenn~~ wohnen im Sommer. Ich lerne Deutsch in Schule und ich finde das sehr spannend! In Deutschland, ich werde ~~lernen~~ ~~leer~~ lerne die Geschichte weil es ~~Hamburg~~ ³¹ ist ~~das~~. Ich finde Hamburg interessant. In Hamburg, ich möchte zu native Deutsch Freunden und ich hoffe ihr ist lustig.



When grammatical errors get in the way of communication, the language mark is affected, as shown in this example.

Each bullet point is addressed and basic information is given. However, there is not always sufficient or successful development. In one instance, the sentence stops abruptly after a failed attempt to include a *weil* clause. Nevertheless, the language goes beyond the language of the stimulus material. Expression is occasionally constrained especially towards the end of the response. This scores a mark at the top of the 5-6 band for communication and content.

The candidate manages to produce simple sentence with two instances of main clauses linked with *und*. There is some success in referring to present and future events, although the future is not always correct (eg *ich werde lernst* and the use of *mochte* rather than *möchte*). The final clause *ich hoffe ihr ist lustig* is not clear. This response is awarded 6 marks for linguistic knowledge and accuracy.



Going beyond the language of the stimulus material means using words other than those given on the question paper. For example, this candidate has used *wohnen* rather than *fahren*, *spannend* (with a minor misspelling) and *Geschichte*.

Question 2 (b)

Candidates are required to write a short formal email to a restaurant to make a booking. The bullet points are designed to elicit basic information (when the booking is for, details of the group, the reason for visiting the restaurant) and a future time frame (what the group will eat and drink).

When candidates grasped what they had to do, they often wrote coherent emails which would have secured a booking in a restaurant. Good answers included a date or day and a time of the booking, the number of people in the group, a valid reason for visiting the restaurant (usually a birthday or because the food was good) and a reference to what the group intended to eat or drink (usually sausage, pizza or chips) and drink (usually water, milk or lemonade). The most successful developed each point with a little extra detail. One missed bullet point capped the mark for communication and content at 6.

When candidates wrote about a restaurant visit that had already taken place, as much of the response as possible was assessed. Sometimes, however, there was no present time frame in the answer which affected the mark for linguistic knowledge and accuracy. Another common omission was a reference to a future time frame. In such cases, it was often difficult to award more than 4 marks for linguistic knowledge and accuracy.

However, many candidates managed to show evidence of straightforward and accurate sentences with simple linking, usually with *denn* and occasionally even with *weil*. In addition, the future tense with *werden* was quite well-known and accurately produced. The use of *möchte* rather than a grammatical future or the present tense with a future indicator such as next week.

(b) Schreib eine Reservierung für eine Gruppe an ein Restaurant.

Schreib:

- wann du zum Restaurant kommst
- Details der Gruppe
- warum du zum Restaurant kommst
- was die Gruppe essen und trinken wird.

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

(16)

Sehr geehrte Damen und Herren,

In eine Restaurant der ist nett essen. Der ist ~~piZZa~~ lots of pizza, aber es ist Italian. Der ist nett trinken, wasser, coffe, milch, wine. Meine favorite ist der milch? Der Restarant wunderbar ist! Der Musik live haben! Der ~~mit~~ musik jazz ist.

In eine Restaurant Ich want nett essen. Ich ~~es~~ kommest 12 uhr werden. Ich leibe Italian, ich pizza essen. ~~Ich~~ zu trinken ich ~~es~~ wasser, coffe, milch, wine. Meine favori ist der milch. Der Restarant wunderbar ist! Ich wurd live Musik haben! I ~~lebe~~ jazz musik leibe. Jazz ist interessant



This candidate attempts to convey information but only with very occasional success.

A sympathetic reader may just about understand that the booking is for 12 o'clock and may glean what the group wants to eat and drink and that the reason for visiting the restaurant is that it is wonderful. However, the information is difficult to understand. The use of English words makes communication awkward. The second bullet point is not addressed. This scores a mark of 3 for communication and content.

The only correct sentence is *Jazz ist interessant*. Otherwise, there is limited accuracy in grammatical structures and no clear reference to a future time frame. Therefore, a mark at the top of the 1-2 band is the most appropriate.



Less secure candidates could use the bullet points more effectively by manipulating the structures suggested there. For example, in response to the third bullet point, the response could start *Wir kommen zum Restaurant, denn ...* .

Question 3 (a)

Candidates are required to write an informal email about their family based on four bullet points. They have to state facts (say how big the family is), give an opinion (why family is important), describe a past event (what they celebrated with family last week), and refer to a future event (plans for their family in the future).

At foundation level it was common to read a list of family members without much variety of sentence structure. However, many candidates were able to give a plausible reason for the importance of family such as *weil sie immer Zeit für mich haben* and to express clear plans for the family in the future, eg *Wir werden in Urlaub fahren* or for their own family *Ich will in Zukunft keine Kinder haben*.

The most common omission was a misunderstanding of the past participle *gefeiert* which many assumed referred to going on holiday. When no celebration was described, the mark for communication and content was capped at 9 but the quality of language was taken into account for the second mark category.

Even the least successful candidates managed to convey some information even though the quality of German was sometimes difficult to decipher. Verb forms were usually the cause of lack of clarity, eg *Letzte Woche werde ich gegangen* (sic). However, at the top end at foundation tier, there were some really fluent accounts, albeit with more simplistic language than was often seen at higher tier. Examples of complex structures included clauses with *weil* and *obwohl*, conditional sentences (eg *Wenn ich mehr Geld hätte, ...*) and some good idiomatic expressions such as *weil er mir auf die Nerven geht*.

3 (a) Schreib eine E-Mail an deinen Freund Olli.

Du **musst** über diese Punkte schreiben:

- wie groß deine Familie ist
- warum deine Familie wichtig ist
- was die Familie letzte Woche gefeiert hat
- Pläne für deine Familie in der Zukunft.

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

(20)

~~Meine Familie~~ ist Ich liebe meine familie. Meine mutter ist schlank^k und habe braune augen. Meine vater ist gross und habe schwarze hore. Meine schwester ist glücklich und sünde computerspiele interessant. Meine bruder liebe fußball und spiele mit meiner Kunst. Meine Grossvater und meine grossmutter ist nicht in meine stadt. Meine kunst name ist Buster. ~~und~~ Meine bruder ist mag chocolate ~~on~~ der woche-nende. Montag meine mutter ist spiele tennis und meine vater ist spiele golf. Samstag ~~ich~~ ich spiele badminton mit meiner familie. Meiner Oma ist habe ^{gross} ~~gross~~ augen. Meine bruder und meine schwester ist zehn jahre alt. Meine bruder geburtstag ist drei of Dezember und meine schwester geburtstag ist eine of Januar. Es ist gut meine familie liebe meine ~~bruder~~ freund. meine freund und ich spiele in der garten.



When the bullet points are not addressed, it is not possible to achieve marks in the upper bands for communication and content.

This response is full of details about family members and by default covers the first bullet point about the size of the family. It could be argued that the final two sentences give some detail about why the family is important. Thus, some relevant information is conveyed and there is extensive development of the first bullet point. For this reason, the response can be awarded a mark at the lower end of the 4-6 band for communication and content.

The whole response is comprehensible. The candidate produces simple short sentences with no linking and no reference to either past or future events. Examiners are always looking for the best fit when applying the mark scheme. Not all descriptors in a band will necessarily describe the response. However, given the amount written in this case, a mark of 2 at the top end of the 1-2 band is appropriate.



It is more important to respond to the set bullet points than to write everything known about the topic area.

3 (a) Schreib eine E-Mail an deinen Freund Olli.

Du **musst** über diese Punkte schreiben:

- wie groß deine Familie ist - *how big is the family*
- warum deine Familie wichtig ist - *why is family important*
- was die Familie letzte Woche gefeiert hat - *last weekend with family*
- Pläne für deine Familie in der Zukunft. - *future plans with family*

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

(20)

Meine Familie ist sehr groß denn ich ^{habe} ~~hatte~~ sieben ^{Oncles} ~~Oncles~~ und sieben ^{Tantes} ~~Tantes~~. Auch ich habe acht kousins. Meine Familie ist sehr wichtig denn es gibt viele Liebe! Meine kousins und Ich sind ~~bestet~~ bestet freündens. ~~Es~~ ~~gibt~~ Sie sind se freunlich und schön Leute! Ich liebe ~~meine~~ Familie!

Letztes Woche, ~~wir habe~~ ~~futball~~ ^{gespielt} ~~spielen~~
Ich habe futsbau gespielt und meine ~~famite~~ Familie ~~sprecher~~ sehen. Letztes Wochenende, ~~meine~~ ~~kousin~~, Hannah ~~und~~ ~~ich~~ wir sind ^{ins} ~~in~~ Kino gegangen. Wir ~~sia~~ ~~habe~~ Uncharted gesehen.

In der ~~Ztt~~ Zukunft, wir möchten
Urlaub fahren zu Spanien Deutschland.
denn essen ist fantastisch! Ich will
~~nächste Juli gehen~~ nächste Juli gehen
denn ich werde es werde Sonnig!



Responses which omitted a mention of a celebration as part of the third bullet points were capped at 9 for communication and content. However, reference to a past event could still be taken into account for linguistic knowledge and accuracy since this could often be interpreted as part of a celebration, as in this answer.

The candidate gives clear details about the family size, a possible reason for family being important (ie being best friends with the cousins) and a clear description of future plans. There is no mention of a celebration in the past but there is a reference to a past time frame with details of something that could potentially be part of a celebration, ie a cinema visit. This can be described as information relevant to the task with development of some key points using mostly effective adaptation of language. A mark of 8 in the middle of the 7-9 band is awarded for communication and content.

Language is mostly straightforward with successful references to present, past and future events. The only linking is with *denn*. However, there is also evidence of correct verb conjugation, correct syntax using inversion, past participles and modal verbs in the final paragraph. The mark for linguistic knowledge and accuracy is 5.



Candidates should aim to vary syntax as much as possible. At this stage in the paper, they should be able to show evidence of varied structures with some examples of complex structures such as subordination clauses or even the occasional infinitive clause.

Question 3 (b)

Candidates are required to write an informal email about success at school based on four bullet points. They have to state facts (their best school subject), give an opinion (why they are good in this subject), describe a past event (what they have won in school), and refer to a future event (plans for family in the future).

Although less popular than Q03(a), responses to this question were generally more successful. This may be due to the fact that candidates were not tempted to write lists, but rather even from the outset were able to use familiar language with some complexity (eg *Mein bestes Schulfach ist Sport, weil ich sportlich bin.*)

However, in common with Q03(a), the past participle *gewonnen* in the third bullet point caused problems for some. Only the most successful managed to convey the idea that they or the school had won something (eg *Meine Mannschaft hat das Fußballspiel gewonnen; Ich habe einen Preis für Deutsch gewonnen.*) Otherwise, there were pre-learned accounts simply of what happened in school recently. In such cases, the mark for communication and content was capped at 9, but the quality of language was taken into account for the second mark category.

Most responses contained straightforward language with the occasional complex structure such as a subordinate clause and some good use of modal verbs. However, there were some impressive essays seen by examiners.

(b) Schreib eine E-Mail an deine Freundin Frederika.

Du **musst** über diese Punkte schreiben:

- dein bestes Schulfach
- warum du gut in diesem Fach bist
- was du in der Schule schon gewonnen hast
- deine Pläne für nächstes Jahr.

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

(20)

Mein bestes Schulfach ist Geschichte, ~~weil~~ und Biologie. * Ich bin gut in diesem Fach, weil ich finde die Schulfach sehr interessant und sie machen ~~my~~ ~~me~~ mein Mutter sehr glücklich.

* Mein Horrorfach ist Erdkunde und Mathe, weil sie sind sehr langweilig und müll.

Meine Schule ist sehr helfen zu die Umwelt, weil wir immer die müll brennen und energie sparen. Meine Schule hast ein Bibliothek, ~~was~~ ein kantine, sieben computer raums und ein ~~spielen raum~~. Ich möchte meine Schule ~~zu haben~~ ^{zu haben} haben kein Uniform, weil die schuetragt ist sehr unbequem.

Meine pläne für ~~nächst~~ nächstes Jahr ist zu kollege gehen. Ich ~~werde~~ lerne Geschichte und Biologie werde.



Irrelevant material in an answer cannot be credited. Most of this response addresses the task set, but the third paragraph is not clearly enough linked to the question.

The candidate expresses clearly what the best subject is and develops this point by stating the opposite. A reason is given for why this is the best subject. Future plans are partially clear: it is obvious what subject the candidate will choose but the wrong use of the word *Kollege* confuses this section of the response. There is no reference to the third bullet point, but instead the candidate has simply written some generic information about school which cannot be credited.

Nevertheless, some relevant information is conveyed and there is some occasional development, enough to place this response at the top of the 4-6 band for communication and content.

The present tense is generally secure and the future is attempted, albeit with the wrong word order in the final sentence. In addition, the attempted *weil* clauses are almost successful. There is no past tense in evidence. This scores a mark of 3 for linguistic knowledge and accuracy.



Candidates should be wary of false friends such as *Kollege*. They can prevent meaning being conveyed in sections of the text.

(b) Schreib eine E-Mail an deine Freundin Frederika.

Du **musst** über diese Punkte schreiben:

- dein bestes Schulfach – *best school subject*
- warum du gut in diesem Fach bist – *why do you do good in the subject*
- was du in der Schule schon gewonnen hast – *what has your school won*
- deine Pläne für nächstes Jahr. – *plans for next year*

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

(20)

Meine bester schulfach ist Naturwissenschaften, weil die experimente Spaß machen. Musik gefällt mir immer, weil ich gitarren spielen kann.

Ich bin gut in ~~the~~ Chemi besonder wenn, Ich das interessiren finde. Laut meiner mutter ist es ~~entstehend~~ und kunst ist die bester

Letzes jahr bin der schulle fünf Basketball spiele gewonnen. Der basketball manschaft war sehr glücklich. Nächstes monat der Fußball manschaft werde acht spiele.

In der zukünft werde ich das abitur studieren, obwohl es ~~erstrangend~~ ist. Ich möchte Pilotz werden, weil die beruf erfüllend ist.



This response is clearly set out in four paragraphs and the candidate has understood the requirements of each bullet point.

The response communicates fully throughout. Each point is responded to clearly and then developed with some extra information. There is some uncommon language such as *laut meiner Mutter* and *anstrengend*. Although expression is occasionally constrained, this response merits a mark of 10 at the bottom of the top band for communication and content.

Examples of complex language structures include a complex verb structure with a modal verb in the first paragraph, various examples of inversion and a variety of subordinating conjunctions. The response is generally accurate although there are occasional errors and the candidate struggles to give the correct past tense of *gewinnen*. However, none of the errors have a serious impact on communication. Consequently, this can be awarded 7 for linguistic knowledge and accuracy.



It is not necessary to write at length beyond the suggested word count of 80-90. This candidate has managed to produce plenty of evidence of all that is required for marks in the top bands with two or three sentences in each paragraph.

Question 4

Candidates are required to translate five sentences into German. These are graded in challenge from grade 1 to grade 5.

(a) Most candidates managed the idea of *I like* (usually *Ich mag ...*, *Ich ... gern* or *Ich liebe ...*) although reading often caused problem. However, my impression was that more foundation candidates were familiar with the verb *lesen* than at the translation at higher level.

(b) This was the least successful sentence. Candidates struggled with rendering *also* as *auch* and *a lot* as *viel*.

(c) Some managed this sentence well. *Bibliothek* was well-known and at least *in meiner Stadt* often gained one mark when the rest of the sentence was missing. Use of *Der ist* (sic) rather than *Es gibt* was awarded 1 mark if the rest was correct.

(d) The past participle without an auxiliary was accepted as a rendition of the past tense since it conveyed the meaning. Vocabulary caused few problems here.

(e) This sentence was often well done with many scoring 2 or 3 marks. The most common problems were the use of *gern* as a verb rather than an adverb and the manipulation of words in the *weil* clause, although some used *denn* which was also acceptable.

4 Übersetze ins Deutsche.

(a) I like reading.

(2)

Ich lese gern

(b) I also write a lot.

(2)

Außerdem, ich ~~schreibe~~ viel schreibe

(c) There is a library in my town.

(2)

Gibt es ein Bibliothek in meine Stadt

(d) Yesterday my sister bought a new book for ten euros.

(3)

Gestern mein Schwester ein neuer Buch für zehn Euro gekauft

(e) I don't like comics, because I find them very boring.

(3)

Ich habe nicht gern Comics, weil ich finde das sehr langweilig



- (a) The meaning of the sentence is fully communicated. 2 marks.
- (b) Despite the wrong word order, the meaning of the sentence is fully communicated. 2 marks.
- (c) The inversion at the beginning of the sentence turns this into a question; the error hinders clarity of meaning. 1 mark.
- (d) Despite misspellings and the omission of an auxiliary verb, the meaning of the sentence is fully communicated. 3 marks.
- (f) The misspelling of *ich* as *if* holds up the communication and in addition it is not clear exactly what the writer finds boring because of the use of *das* rather than *sie*. 2 marks.



Candidates should be able to produce the perfect tense of common verbs. The imperfect tense would also be acceptable in sentence (d).

4 Übersetze ins Deutsche.

(a) I like reading.

(2)

~~Ich gern~~ Ich lese gern.

(b) I also write a lot.

(2)

Ich auch viel schreibe.

(c) There is a library in my town.

(2)

Gibt es ein bahnhof in meine Stadt

(d) Yesterday my sister bought a new book for ten euros.

(3)

Gestern, meine Schwestern ~~ein~~ kaufen eine neue buche für €10.

(e) I don't like comics, because I find them very boring.

(3)

Ich nicht gern Comics, weil ich finde sehr
Sie sehr langweilig das.



- (a) The meaning is fully communicated. 2 marks.
- (b) Despite the wrong word order and the misspelling of the verb, the meaning is fully communicated. 2 marks.
- (c) Only the idea of *in my town* is successful. 1 mark.
- (d) The lack of a clear past time frame, albeit with the correct past indicator *gestern*, and the plural subject puts this sentence into the category of partial communication. 2 marks.
- (e) The lack of a verb with *gern* means that there is only partial communication. 2 marks.



Each sentence needs a clearly conjugated verb.

Without a verb full communication will never be possible. The use of *gern* in place of a verb is a common error; candidates should learn other ways of expressing likes and dislikes.

4 Übersetze ins Deutsche.

(a) I like reading.

(2)

Ich liebe rad booke .

(b) I also write a lot.

(2)

Ich liebe writing

(c) There is a library in my town.

(2)

sie hast ein library en meine town.

(d) Yesterday my sister bought a new book for ten euros.

(3)

Gestern, meine schwester hat ein neu
book für zehn euro.

(e) I don't like comics, because I find them very boring.

(3)

Ich nicht liebe comics denn ich finde sie sehr
langweilig.



The mark scheme allows for errors which do not hinder clarity in the top bands as in the case of (e) in this example.

- (a) There is partial communication with *Ich liebe*. 1 mark.
- (b) There is no rewardable material. 0 marks.
- (c) There is no rewardable material. 0 marks.
- (d) The mismatch of subject and verb, the lack of a past tense of *kaufen* and the English word *book* mean that the overall meaning of the sentence is not communicated, but some words are conveyed. 1 mark.
- (e) Despite the wrong position of *nicht*, the meaning of the sentence is fully communicated. 3 marks.



Repair strategies can often help candidates to score marks. Here, the use of *denn* rather than *weil* is an acceptable translation.

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.
- 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>

