

GCSE German (2024): Unpacking the Writing Exam

Examiner
Commentaries

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Foundation Tier Question 1

Response to stimulus (AO2): 5 out of 8 marks		
(a)	Relevant information has been clearly communicated in a complete sentence with a verb.	2 marks
(b)	The insertion of the word ' <i>los</i> ' in the sentence causes some ambiguity. There is partial communication.	1 mark
(c)	Partial communication takes place despite the phrase ' <i>ist ein buch lesen</i> ', which causes ambiguity.	1 mark
(d)	The sentence partially communicates a relevant aspect of the photo, expressing the idea of people by the sea.	1 mark



Foundation Tier Question 2

Total marks: 11 out of 14	
AO2: Response to stimulus Marks: 7 out of 9	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5
<ul style="list-style-type: none"> The student addresses all the bullet points. They study at home, there is a clear statement giving an opinion about school being too loud and there is some indication of a future plan (the point made is not completely clear but this is dealt with under comprehensibility). This just meets the requirements of the 7–9 mark band. The student develops some ideas, e.g. by explaining why learning at home is easier because friends are too loud at school. They also develop the response by comparing learning at home with learning at school. There is a statement covering the third bullet point but it is not developed. This just meets the requirements for the 7–9 mark band. Some parts of the response are comprehensible, especially the middle section. The use of '<i>studie</i>' rather than the '<i>studieren</i>' or the more appropriate '<i>lernen</i>' makes some sections of the response less comprehensible. What is meant by '<i>schweiger</i>' in the fourth line is unclear: does it mean 'more difficult' or does it relate to the higher tier verb '<i>schweigen</i>'? In addition, occasionally the message breaks down such as in the phrase '<i>werde ich im die Schuler studien</i>'. It does not fully explain what their future plans are. The mark for comprehensibility therefore meets the requirements for the 4–6 mark band. <p>The student achieves a mark of 7 for Response to stimulus. Although there are sections where the reader has to think twice about what is meant, all bullet points are addressed with some development. The lower end of the of the 7–9 band is therefore the best fit.</p>	<ul style="list-style-type: none"> The student uses a limited variety of vocabulary including relevant adjectives ('<i>laut</i>', '<i>einfacher</i>') and phrases ('<i>meiner meinung nach</i>'). This results in a sequence of different ideas. However, some words are not chosen correctly, e.g. '<i>Schuler</i>' rather than '<i>Schule</i>'. This meets the requirements of the 3–4 mark band. The response includes some variety of grammatical structures. Some sentences are linked with subordinating conjunctions with '<i>weil</i>' and '<i>dass</i>'. In addition, there is a good sense of case and gender, e.g. '<i>fur mich</i>', '<i>werde ich</i>'. This meets the requirements of mark band 5. The response shows limited accuracy. Some complex structures are accurate, but there are some major errors of verb formation and word order ('<i>wenn studie ich</i>') which prevent meaning being conveyed successfully. Also, there are some errors of case and gender which show a lack of awareness of overall meaning, e.g. '<i>im einer großer Schuler</i>', '<i>im die Schuler</i>'. This meets the requirements of the 3–4 mark band. <p>A mark of 4 is most appropriate for Linguistic knowledge and accuracy. The top band is not appropriate because of the high incidence of error. However, overall there are some good examples of correct use of language and the word order is generally sound.</p>



Foundation Tier Q3/Higher Tier Q1

Total marks: 15 out of 18	
AO2: Response to stimulus Marks: 11 out of 13	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5
<ul style="list-style-type: none"> The student takes care to address all the bullet points. There is information about ice-skating with friends, a description of a best friend with several reasons, details of a recent visit to a concert and plans for a post-exam trip to Paris. This meets the requirements of the 11-13 mark band. There is frequent development of ideas with several details for each bullet point, e.g. in giving an opinion about a friend they mention their friend having time, patience and listening to problems. The final paragraph mentions not only the planned visit to Paris but the reason for going there. The student has exceeded the recommended word count by quite a lot but all of the response has been considered. The student could have gained the same mark with less detail. This easily meets the requirements for the 11-13 mark band. The student has written a response which is generally comprehensible but some messages are unclear/difficult to understand immediately. Even when reading the first sentence the reader has to pause to try to understand exactly what is being conveyed in the phrases '<i>Normalerweise, gern ich liebe mit meine Freundeskreis am Wochenende eislaufen</i>', and '<i>als wir jünger war, haben wir Eislauferinnen werden</i>'. However, the response gets easier to read as it progresses and the final paragraph is very clear. For comprehensibility, the response meets the requirements of the 8-10 mark band because some (i.e. more than occasional) messages are difficult to understand immediately. <p>The candidate is awarded a mark of 11 for Response to stimulus. The response refers to all bullet points and develops each one. Only the comprehensibility affects the overall mark and a mark of 11 at the lower end of the 11-13 mark band is the best fit.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary including relevant nouns and phrases ('<i>am wochenende</i>') and grammar with subordinate and infinitive clauses (e.g. '<i>wenn wir zusammen sind</i>'). Words outside of the vocabulary list such as '<i>Geduld</i>' receive equal (but not extra) credit. There are also some good phrases such as '<i>egal ob Tag oder Nacht</i>'. This results in varied sentence structure throughout. This meets the requirements of mark band 5. There is some successful use of timeframes, including present such as ('<i>ich mag ...</i>', '<i>Meine beste Freunde heißt Ella ...</i>'), future in the phrase '<i>Nach dem Prufungen werde ich mehr zeit mit meine Freunde verbringen</i>' and past in the sentence '<i>Am Sonntag habe ich mit meinen Freundinnen Federball gespielt</i>'. However, there are several instances where verb formation makes timeframes unclear, e.g. '<i>... aber jetzt haben wir unsere Meinung geändert</i>' and '<i>es hatte viel Spaß gemacht</i>'. This therefore meets the requirements of mark band 3-4. There is limited accuracy in language. The final paragraph shows evidence of an ability to produce accurate subordination and correct verb agreement but there are many minor errors (e.g. '<i>entspannend</i>' rather than '<i>entspannen</i>'). Although this word is not within the vocabulary list, the error in its usage is treated in the same way as an error in a word from within the vocabulary list. Major errors also exist (e.g. '<i>konnten</i>' rather than '<i>können</i>') and sometimes this prevents meaning being conveyed such as '<i>obwohl ich gern am liebsten</i>' (confusion of adverb and superlative adverb), and '<i>ich habe die Schlange kaputt gemacht</i>' (wrong choice of word: '<i>Schlange</i>' means snake or queue and makes no sense in this sentence. The student most likely meant to use the word for racket '<i>Schläger</i>'). The response therefore meets the requirements of the 1-2 mark band for accuracy. <p>The candidate is awarded a mark of 4 for Linguistic knowledge and accuracy. Although there is a variety of vocabulary and grammatical structures and generally successful use of timeframes, a mark of 5 would require a higher degree of accuracy. This response includes frequent major and minor errors.</p>



Higher Tier Question 2

Overall marks: 19 out of 22 marks	
AO2: Response to stimulus	AO3: Linguistic knowledge and accuracy
Marks: 15 out of 17 marks	Marks: 4 out of 5 marks
<ul style="list-style-type: none"> The student takes care to address all four bullet points. We know about the varied elements of their diet, the pros and cons of fast food, a recent lunch with the family and plans to buy Italian food in a new café next week. For coverage, the response could sit either in the 14-17 or 11-13 mark band, depending on how well the response meets the other two aspects. There is consistent development of ideas. Each point is stated clearly and is followed up with additional information. For example, they contrast the low cost of fast food with the potential effects on health and add an opinion about why it is useful for parties. This meets the requirement of the 14-17 mark band. The student has written a response which is easily comprehensible throughout. Most messages are immediately clear. However, there are a couple of instances which are less clear e.g. in the phrase '<i>Es war eine schlechtest Erlebnis</i>', the addition of the -t looks like a superlative adjective and '<i>um eine bessere Zeit zu haben</i>' is an anglicism which jars at the end of an otherwise good account. Nevertheless, this meets the requirements of the 14-17 mark band. <p>Since all three aspects sit in the 14-17 mark band, a mark within that range is appropriate. Since there are occasional instances where the message is not immediately clear, a mark of 15 is fitting.</p>	<ul style="list-style-type: none"> There is a wide variety of vocabulary and grammatical structures. The response shows relevant nouns ('<i>gemüse</i>', '<i>gesundheit</i>', '<i>Kellnerin</i>') and verbs ('<i>essen</i>', '<i>kochen</i>', '<i>feiern</i>'). Varied grammatical structures include sentences with coordinating and subordinating conjunctions ('<i>denn</i>', '<i>weil</i>', '<i>obwohl</i>') as well as infinitive clauses, e.g. '<i>um gesund zu sein</i>', '<i>Essen zu probieren</i>'. Sentences are frequently extended with subordinate clauses and are well linked with good adverbs ('<i>jedoch</i>', '<i>erstens</i>', '<i>außerdem</i>'). Examples of complex language include a two-verb structure in a subordinate clause ('<i>weil ich neue kulturelles Essen erleben möchte</i>') and word order 3 with the subordinate clause in first position in the sentence beginning '<i>Sobald meiner Vater ...</i>'. This meets the requirements of the 4-5 mark band. The student is consistently successful in their use of timeframes. The present is indicated in the first paragraph with '<i>normalerweise</i>', the past tense in the third paragraph with '<i>letzte woche</i>' and the future with '<i>nächste woche</i>'. The three tenses are used with confidence and ease throughout and they are able to use different tenses within the same paragraph, e.g. future with '<i>werden</i>' and '<i>hoffen</i>' in the present tense in the final paragraph. Verbs are conjugated correctly in all three tenses and past participles and auxiliary verbs are correct in the third paragraph ('<i>habe ich ...gegessen</i>', '<i>gefunden hat</i>', '<i>haben wir ... verlassen</i>'). This meets the requirements of the 4-5 mark band. There is consistently accurate language throughout. For the most part the word order is correct. However, there are some minor errors such as the word order in the '<i>obwohl</i>' clause and lack of inversion with '<i>meiner Meinung nach</i>'. However, these and other errors of case and gender do not cause any delay in meaning. This meets the requirements of the 4-5 band. <p>The response sits firmly in the 4-5 mark band for all three categories. However, given the incidence of minor error, a mark of 4 is the best fit.</p>



Foundation Tier Translation Question 4

Total marks: 7 out of 10	
Response to stimulus (AO2): 5 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of the original language is appropriately transferred with an occasional message being unclear, e.g. ' <i>Gibt es sehr touristen</i> '. In addition, the occasional message is incomplete, such as in (b) where the idea of ' <i>there</i> ' is omitted. However, overall the student has managed to convey the messages.	The student's choice of vocabulary is generally sound except in (b) where ' <i>sehr</i> ' is not an acceptable alternative to <i>viele</i> . Apart from (a), the other sentences contain frequent errors, both major and minor, therefore accuracy is limited overall. The wrong word order in all four sentences and the wrong gender and case endings in (c), (d) and (e) are minor errors. However, the wrong verb agreement in (d) and the use of the present rather than past tense in (e) are major errors.



Higher Tier Translation Question 3

Total marks: 7 out of 10	
Response to stimulus (AO2): 4 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
<p>The meaning of most of the original language is appropriately transferred though the occasional message is unclear. For example, there is an awkward sentence where there is a slight lack of clarity in '<i>Wenn habe ich ein problem mein Manager manchmmal hilfte</i>'. The expression '<i>Internationalität Firm</i>' also hinders clarity. In addition, the word 'Geld' is omitted in the second sentence, though an alternative verb is offered.</p>	<p>Vocabulary and grammatical structures are generally accurate. Although spellings are sometimes inaccurate, words are well chosen, e.g. '<i>ehrlich</i>', '<i>verdienen</i>', '<i>arbeiten</i>', and the student uses '<i>möglich</i>' as an alternative to the correct adverb <i>vielleicht</i>. Word order is correct in main clauses and inversion is applied after '<i>Letzte Woche</i>', but when more complex clauses are required these are not wholly successful, e.g. in the <i>wenn</i> clause. Generally, errors are minor, but there are major errors with the forms of the verbs '<i>verdienen</i>' and '<i>helfen</i>'.</p>