

**GCSE (9-1)**  
**German (1GN1)**

**Translation**  
**Exemplars**

Paper 4, Writing



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# Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the new GCSE German Paper 4, Writing, and to demonstrate Pearson's approach to marking the translation tasks.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for both Foundation and Higher tier translation tasks.

The example responses are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students may have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content.

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on [Teachinglanguages@pearson.com](mailto:Teachinglanguages@pearson.com).

# Marking points in the spotlight

Following our review of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **Holistic mark scheme**

The holistic mark scheme used in translation tasks focuses on rewarding students for the overall quality of translation rather than awarding points for specific elements. It allows examiners to assess how well the message is transferred overall and encourages a more realistic assessment of language ability. This mirrors real-world language use, where successful communication is more important than exact word-for-word precision. In terms of applying a holistic mark scheme to translation responses, consideration should first be paid to the extent to which the meaning of the passage is transferred (AO2: response to stimulus), with a subsequent focus on the accuracy of writing (AO3: Linguistic knowledge and accuracy).

- **Alternative translations and use of words outside of the specification**

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. Using language outside of the vocabulary and grammar lists, or alternative words of the same meaning, will also be credited if it is a valid translation. For example, “chez moi” and “à la maison” have the same intended meaning and both can be acceptable translations of “at home” in context.

- **Handwriting**

In order to mark the task accurately, it is crucial for the examiners to be able to decipher each word and see clearly how it is spelled. Students should ensure their handwriting is of a reasonable size and that each letter is well-formed.

- **Spelling errors**

In the translation tasks, students may achieve marks for Response to stimulus (AO2) despite inaccurate spelling (including accents and cases), providing that the meaning is appropriately transferred. Spelling errors are accounted for under Linguistic knowledge and accuracy (AO3) of the translation mark schemes. Digits instead of number words will be accepted.

- **Crossed out work**

If a response is crossed out and replaced, it is the replacement that will be considered as the student’s answer, even if the crossed-out word is more accurate than its replacement. If a response is crossed out and not replaced, examiners will still consider it if it is creditable.

# Overview of exemplars

## Foundation tier Question 4: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
A	6	4	10
B	6	3	9
C	3	3	6
D	2	1	3

## Higher tier Question 3: Translation

Exemplar	AO2 mark (out of 6)	AO3 mark (out of 4)	Overall mark (out of 10)
E	6	3	9
F	3	2	5
G	2	2	4
H	1	1	2

# Foundation tier Question 4: Translation

## Mark scheme

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

## Exemplar A

Translate the following five sentences into German.

a) Germany is very beautiful.

Deutschland ist sehr schön Lamer

b) There are many tourists there.

Es gibt viele Touristen in der Nähe

c) We often go on holiday in the summer.

Wir gehen oft <sup>auf einen Urlaub</sup> im Sommer ~~in der Ferien~~ ~~auf Urlaub~~

d) I always buy souvenirs for my friends and family.

Ich kaufe immer Andenken für meine Freunde und Familie

e) Last year I saw a big castle and a museum.

Letztes Jahr habe ich ein Grossschloss und ein Museum  
gesehen

## Examiner commentary A

<b>Total marks: 10 out of 10 marks</b>	
<b>Response to stimulus (AO2): 6 out of 6 marks</b>	<b>Linguistic knowledge and accuracy (AO3): 4 out of 4 marks</b>
The meaning of the original language is appropriately transferred. In sentence (b), the student has replaced the word 'dort' with 'in der Nähe' which, while not an exact translation, can be accepted as close enough to the original. No messages are unclear.	Vocabulary and grammatical structures are generally accurate. Word order and verb formation is secure throughout and the student has successfully produced the past tense in (e). The one error, 'auf eine Urlaub', is very minor.

## Exemplar B

Translate the following five sentences into German.

a) Germany is very beautiful.

Deutschland ist sehr schön.

b) There are many tourists there.

~~Es sind~~ Gibt es viel Touristen dort.

c) We often go on holiday in the summer.

Wir gehen oft <sup>Urlaub</sup> am feiertag im Sommer.

d) I always buy souvenirs for my friends and family.

Ich kaufe Souvenirs <sup>für</sup> für meine freunde und familie immer.

e) Last year I saw a big castle and a museum.

Leztes Jahr ich einen großen Schläss und ein Museum gesehen.

## Examiner commentary B

Total marks: 9 out of 10 marks	
Response to stimulus (AO2): 6 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of all the original language is appropriately transferred. Although there are some awkward moments (e.g. 'schon' and 'Gibt es', which are accounted for under the mark for AO3), the message does not break down and is understandable in context.	Vocabulary is appropriate and generally accurate but grammatical structures are only sometimes accurate. The omission or insertion of the umlaut (e.g. 'schon' and 'Schläss'), wrong word order in (b) and (e), a wrong preposition in (c) and a wrong gender in (e) are errors which hinder communication (although minor enough not to prevent it). However, the omission of the auxiliary verb in (e) is a more major error.

## Exemplar C

Translate the following five sentences into German.

a) Germany is very beautiful.

Deutschland ist sehr schön

b) There are many tourists there.

Es gibt viele Touristen ist.

c) We often go on holiday in the summer.

Wir gehen oft Urlaub im Sommer.

d) I always buy souvenirs for my friends and family.

Ich habe ~~always~~ immer Souvenirs für meine Freunde und Familie.

e) Last year I saw a big castle and a museum.

Letztes Jahr, Ich habe ein großes Schloss und ein Museum gesehen.

## Examiner commentary C

Total marks: 6 out of 10 marks	
Response to stimulus (AO2): 3 out of 6 marks	Linguistic knowledge and accuracy (AO3): 3 out of 4 marks
The meaning of some parts of the original language is appropriately transferred. The student has managed to convey at least some meaning of each sentence effectively, but the message sometimes breaks down because of omissions. These include no mention of 'dort' in (b), the use of English and the wrong preposition in (d), and the use of 'berge' rather than 'Schloss' in (e).	Vocabulary and grammatical structures are sometimes accurate. Most items of vocabulary are correct with occasional misspellings. Verb forms are generally correct and the student produces a correct perfect tense in (e). However, some errors are major. The use of 'ist' after 'gibt' in (b) delays the meaning and there are errors of word order in (c) and (e). However, overall there is more accuracy than inaccuracy in the response.

## Exemplar D

Translate the following five sentences into German.

a) Germany is very beautiful.

Deutschland ist sehr Schone

b) There are many tourists there. <sup>Touristen</sup>

Der ist sehr <sup>hier</sup> Leute auf Urlaub ~~da~~

c) We often go on holiday in the summer.

Wir <sup>wahne</sup> ~~ged~~ <sup>(gehen)</sup> Urlaub auf der Sommer

d) I always buy souvenirs for my friends and family.

Ich <sup>immer</sup> ~~kaufe~~ <sup>kaufe</sup> <sup>Größe viele für Güter</sup> für mein Freunde und familia

e) Last year I saw a big castle and a museum.

~~Das~~ <sup>Großen</sup> ~~lange~~ Jahr Ich sehe ein ~~schloss~~ <sup>schloss</sup> und ein ~~Museum~~

## Examiner commentary D

Total marks: 3 out of 10 marks	
Response to stimulus (AO2): 2 out of 6 marks	Linguistic knowledge and accuracy (AO3): 1 out of 4 marks
<p>The meaning of limited parts of the original language is appropriately transferred. Whilst (a) is comprehensible (despite spelling of 'schone'), the meaning of sentences (b), (c), (d) and (e) is either not transferred or there are omissions, e.g. 'Wir ged (?) Urlaub wohne auf der Sommer'. However, the student manages to convey some phrases rather than just individual words and for this reason a mark of 2 is appropriate.</p>	<p>There are minimal instances of accurate vocabulary and grammatical structures. Some individual words are correct, e.g. 'Deutschland', 'Urlaub', and 'Freunde'. However, there are frequent errors, both major and minor. Apart from the correct present tense in (a) and (d), the other verb forms are incorrect and there is no past tense in (e).</p>

# Higher tier Question 3: Translation

## Mark scheme

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

## Exemplar E

### 3 Translate the paragraph into German.

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

Ich bin immer fleißig und ehrlich. Am ~~Sonntag~~ Samstag Nachmittag, verdiene ich Geld im Laden im Stadtzentrum. Meine Manager <sup>hilft</sup> manchmal wenn ich ein Problem habe. Letzte Woche haben wir über <sup>Jobs</sup> Berufe im Ausland gesprochen, vielleicht in <sup>Deutschland</sup> ~~Deutschland~~. Es ist mein Traum zu arbeite für eine internationale Firma in der Zukunft arbeite.

### Examiner commentary E

Total marks: 9 out of 10 marks	
<b>Response to stimulus (AO2):</b> 6 out of 6 marks	<b>Linguistic knowledge and accuracy (AO3):</b> 3 out of 4 marks
The meaning of the original language is consistently and appropriately transferred. All ideas in each sentence can be understood and there are no omissions.	Vocabulary and grammatical structures are generally accurate. Appropriate words are chosen throughout, e.g. 'fleißig', 'verdiene', and 'Berufe'. Verbs are conjugated correctly and the past tense is successful. Word order is correct in main and subordinate clauses. However, the word order in the final infinitive clause is a major error because the preposition 'zu' is not alongside a correct infinitive.

## Exemplar F

### 3 Translate the paragraph into German.

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

Ich bin immer fleißig und ehrlich. Am Samstag nachmittag  
 ich geld in eine geschäfte im der stadt mittag.  
 Meine Manager manchmal hilfe wann ich habe eine  
 problem. Letzte Woche wir geshatter ~~ausland~~ ausland arbeiten,  
 vielleicht Deutschland. ES ist meine traume für eine  
 internationale firma in das gutur werken.

## Examiner commentary F

Total marks: 5 out of 10 marks	
Response to stimulus (AO2): 3 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of most of the original language is appropriately transferred, especially in the first sentence. There is some correct meaning in all of the other four sentences but there are occasions where the message is not completely clear and there is one omission (the verb 'earn'). The message of when the student works is confused by the inclusion of both 'nachmittag' and 'mittag' in the second sentence (the student was most likely aiming to write '-mitte' as in 'Stadtmitte'). In the final two sentences the student manages to convey the idea of working abroad and having a dream, but the overall sense of the two sentences is not entirely clear.	Vocabulary and grammatical structures are sometimes accurate. Adjectives and most nouns are known, but the words 'werken' and 'Futur' in the final sentence are misused as synonyms for 'arbeiten' and 'Zukunft'. These are major errors, preventing clear meaning. Word order is correct in simple sentences, but not when inversion or subordination is required. The past tense of chatten is attempted, but the past participle is wrong and there is no auxiliary verb; the structure of this sentence prevents clear meaning. Other major errors include the wrong present tense form of helfen ('hilfe'). For these reasons, a mark higher than 2 would be inappropriate.

## Exemplar G

3 Translate the paragraph into German.

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

Ich bin immer fleißig und . Am Samstag  
 Nachmittags, verdiene ich geld in einem  
 Laden auf dem stadtzentrum. Mein Manager  
 helfen manchmal wenn ich ein problem haben  
 letzte woche, ~~wir~~ haben wir jobs

### Examiner commentary G

Total marks: 4 out of 10 marks	
Response to stimulus (AO2): 2 out of 6 marks	Linguistic knowledge and accuracy (AO3): 2 out of 4 marks
The meaning of some parts of the original language are appropriately transferred but the message sometimes breaks down and some of the response is incomplete. Whilst the sense of the second and third sentences is clear, the first and fourth sentences are incomplete, and the fifth sentence is not attempted at all.	Vocabulary and grammatical structures are sometimes accurate. The student has shown evidence of a mastery of some case endings, e.g. 'in einem Laden', 'Letzte Woche'. Word order is applied correctly in some instances, for example the inversion in the second sentence and subordination after wenn. However, there are also some major errors, particularly with verb agreements (e.g. 'helfen', 'haben'). Because the final sentence is omitted, there is also no evidence of an infinitive clause.

## Exemplar H

3 Translate the paragraph into German.

I am always hard-working and honest. On Saturday afternoon I earn money in a shop in the town centre. My manager sometimes helps when I have a problem. Last week we talked about jobs abroad, perhaps in Germany. It is my dream to work for an international company in the future.

- Ich bin immer lieblich und honestem. Am  
 Samstag ~~nachmittags~~?, Ich ?? in einer Geschäfte  
 in der Stadtmitte. Mein Manager? helfen wenn  
 Nach woche wir sprechen jobs?, ? in Deutschland.  
 Es ist meiner Traum werken?  
 ↑  
 Traum

## Examiner commentary H

Total marks: 2 out of 10 marks	
Response to stimulus (AO2): 1 out of 6 marks	Linguistic knowledge and accuracy (AO3): 1 out of 4 marks
The meaning of some parts of the original language is appropriately transferred. The student has generally managed some short phrases, e.g. 'Ich bin immer', 'in der Stadtmitte', 'in Deutschland'. Otherwise, the message often breaks down, e.g. 'Nach Woche', or is incomplete, e.g. 'Es ist meiner Traum werken', and there is not enough meaning conveyed to achieve a higher mark than 1 for Response to stimulus (AO2).	Vocabulary and grammatical structures are limited in accuracy. Some vocabulary items are appropriate, e.g. 'immer', 'Stadtmitte' and 'jobs'. The student has produced two successful present tense verbs ('Ich bin' and 'Es ist'), but otherwise verbs are incorrect and there is no attempt at the past tense. Due to the frequency of errors, both major and minor, a mark of 1 for Linguistic knowledge and accuracy (AO3) is appropriate.

## Appendix – Mark scheme additional guidance

### Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

### Errors (AO3 grids: all questions)

**A minor error** - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

**A major error** - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

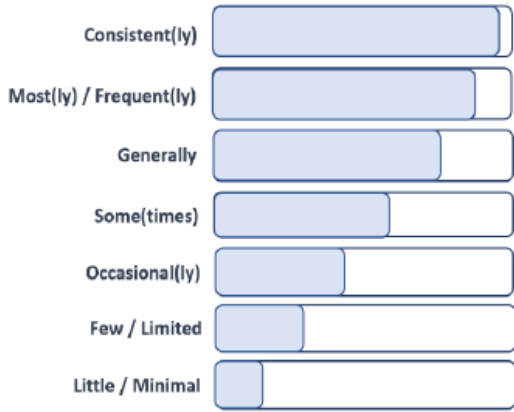
Minor errors – inaccurate but do not prevent meaning	
Adjective agreement	Sie trägt ein <b>weiß</b> Hut. Der Himmel ist <b>blau</b> s.
Spelling (slight)	Ich gehe <b>swimmen</b> .
Gender	<b>Mein</b> Stadt ist klein.
Umlaut	Dieser Film <b>gefällt</b> mir. Ich trage ein <b>schones</b> Hemd. Wir sind nach Deutschland <b>gefähren</b> .
Contractions	Es gibt einen Park <b>im</b> meiner Gegend.
Word order (incorrect)	In Zukunft <b>ich werde studieren</b> in Deutschland. Ich wohne gern hier, <b>weil es ist</b> ruhig.
Mother-tongue interference	Meine Mutter ist <b>eine</b> Lehrer. Ich gehe <b>auf</b> Fuß zur Schule.
Wrong case	Wir gehen <b>in der</b> Stadt. Es gibt <b>einem</b> Supermarkt.
Relative pronouns	Ich habe einen Bruder, <b>die</b> jünger ist.
Constructions	Ich gehe in die Stadt <b>zu kaufen</b> eine Jacke. Ich habe <b>zu machen</b> meine Hausaufgaben.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Wir <b>gehst</b> oft ins Kino. Wir <b>gegehen</b> heute <b>einkaufen</b> . Ich <b>wurde</b> ins Ausland <b>gefahren</b>
Spelling (misleading)	Ich möchte Mathe <b>studen</b> .
Tenses (incorrect)	<b>Morgen hat er</b> Musik <b>gehört</b> .
Vocabulary	Ich mag Eis und meine Freundin mag es <b>zu</b> . Ich <b>du</b> viel Sport.
Use of infinitive instead of conjugated verb	Yusuf <b>spielen</b> Fußball.
Mismatch of subject and possessive adjectives	Ich bewege <b>dich</b> im Park.
Mother-tongue interference	Wir <b>gern</b> Horrorfilme. Ich lese das <b>Papier</b> . Ich kaufe viel <b>books</b> .

**NB:** these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

### Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



**Note:** The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent** development...” equates to higher marks “**frequent** errors...” would conversely equate to lower marks.