



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE
In German (4GN1)
Paper 2 Reading and Writing

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Publications Code 4GN1_02_1906_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a)	<p>1. The only correct answer is C</p> <p><i>A is not correct because father does not go shopping every day</i></p> <p><i>B is not correct because father does not go shopping once a week</i></p> <p><i>D is not correct because father does not go shopping three times a week</i></p>	(1)
1 (b)	<p>1. The only correct answer is D</p> <p><i>A is not correct because my mother doesn't go to the market several times a week</i></p> <p><i>B is not correct because my mother doesn't go to the market during the week</i></p> <p><i>C is not correct because my mother doesn't go to the market in the morning</i></p>	(1)
1 (c)	<p>1. The only correct answer is A</p> <p><i>B is not correct because I don't buy bread rolls at lunchtime</i></p> <p><i>C is not correct because I don't buy bread rolls in the afternoon</i></p> <p><i>D is not correct because I don't buy bread rolls in the evening</i></p>	(1)
1 (d)	<p>1. The only correct answer is C</p> <p><i>A is not correct because the bakery is not open all day long</i></p> <p><i>B is not correct because the bakery is not open just in the morning</i></p> <p><i>D is not correct because the bakery is not open just in the afternoon</i></p>	(1)
1 (e)	<p>1. The only correct answer is C</p> <p><i>A is not correct because we don't often receive internet shopping on the same day</i></p> <p><i>B is not correct because we don't often receive internet shopping the next day</i></p> <p><i>D is not correct because we don't often receive internet shopping many days later</i></p>	(1)

1 (f)	<p>1. The only correct answer is B</p> <p><i>A is not correct because we do use credit cards on the internet</i></p> <p><i>C is not correct because you do use credit cards in a supermarket</i></p> <p><i>D is not correct because you do use credit cards in a department store</i></p>	(1)
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Question Number	Answer	Mark
2 (a)	J	(1)
2 (b)	F	(1)
2 (c)	B	(1)
2 (d)	M	(1)
2 (e)	I	(1)
2 (f)	G	(1)

Question Number	Answer	Mark
3	(a) Eva	(1)
	(b) Sylvia and Robert	(2)
	(c) Eva	(1)
	(d) Sylvia	(1)
	(e) none	(0)
	(f) Eva	(1)
	(g) Eva and Robert	(2)

Question Number	Answer	Accept	Reject	Mark
4(a)	Mathematik	Naturwissenschaft	Mathematiker Naturwissen-schaftler	(1)
4(b)	Berlin		Any other place	(1)
4(c)	schlecht (gelaunt)	nicht gut/mies/ furchtbar any negative adjective		(1)
4(d)	Seine Frau (Minna)	Minna	Any other person	(1)
4(e)	Any two from the following: -(sich) waschen - in die Küche gehen -frühstücken	-Frühstück	-Küche on its own without a verb -Dusche	(2)
4(f)	sein Sohn Eugen	-Eugen -Sohn	Any other person	(1)
4(g)	Kleidung	Kleider		(1)
4(h)	hoffnungsvoll	Er fährt wider Willen. Any expression indicating that he does not want to go.		(1)
4(i)	Naturwissenschaftlern			(1)

Question Number	Answer	Accept	Reject	Mark
5(a)	(fast) ein Schuljahr/ein Jahr	12 Monate	Any other mention of time	(1)
5(b)	Any two from the following: -Man lernt neue Leute kennen. - erforscht ein anderes Land. - erlebt eine fremde Kultur.	Man trifft neue/fremde Leute. Man erfährt ein fremdes Land/eine andere Kultur. At least one verb form is needed in the sentence.	Es ist spannend.	(2)
5(c)	Dass man die Sprache gut (genug) spricht.	Dass man in der Fremdsprache kommunizieren kann/sich verständigen kann.		(1)
5(d)	die Eltern		Any other person	(1)
5(e)	Any two of the following: -schlieÙ Freundschaften -integriere dich in das Familienleben -hilf im Haushalt -mach Ausflüge -offen für Neues sein	Man sollte: -Freunde machen -sich in der Familie integrieren -im Haus helfen -Ausflüge machen	Freunde Familienleben	(2)
5(f)	Man sollte (viel) reden.	(mit anderen) sprechen/ die Fremdsprache üben		(1)
5(g)	-Man kann Heimweh haben/bekommen. -Man muss lange warten, bis es los geht.	-Man vermisst seine Familie (und Freunde). -Es dauert lange, bis man losfahren kann./ bis es losgeht./ Es gibt eine lange Wartezeit.	Die Organisation ist schlecht.	(2)

Question Number	Communication and Content
6	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Hotel • Reise • letztes Jahr • gespielt. <p>Maximum of 4 if one bullet is missing. Maximum of 3 if two bullets are missing. Maximum of 2 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>
Mark	Descriptor
0	No rewardable material.
1	<ul style="list-style-type: none"> • Isolated examples of relevant information. • Only isolated words and phrases are communicated, as appropriate to the task. • Only isolated items are comprehensible.
2	<ul style="list-style-type: none"> • The response contains little relevant information with limited use of detail. There may be repetition. • Expresses simple ideas and opinions, as appropriate to the task. • Just about comprehensible overall but with sentences that are mostly unconnected.
3	<ul style="list-style-type: none"> • The response contains some relevant information with occasional use of detail. • Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	<ul style="list-style-type: none"> • Some detail and mostly relevant response to the task. • Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas, though there may be some lapses.
5	<ul style="list-style-type: none"> • Detailed and fully relevant response to the task. • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. • Coherent with logical flow and sequence of ideas.

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	<ul style="list-style-type: none"> • Isolated examples of target language vocabulary and structures. • Uses very basic language to write words and phrases. • Isolated examples of accurate language.
2	<ul style="list-style-type: none"> • Uses very familiar and predictable vocabulary and structures, often repetitive. • Uses simple, familiar and predictable language to write short sentences or phrases. • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.
3	<ul style="list-style-type: none"> • Uses familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences but this is not sustained. • Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	<ul style="list-style-type: none"> • Tends towards use of familiar and predictable vocabulary and structures. • Some evidence of manipulation of language to produce sentences. • Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	<ul style="list-style-type: none"> • Uses a range of vocabulary and grammatical structures. • Language manipulated to produce fluent sentences. • Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

Question Number	Communication and Content
<p>7</p> <p>(a)</p> <p>(b)</p> <p>(c)</p>	<p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • wie du morgens vor der Schule frühstückst • was du gerne als kleines Kind gegessen hast • warum man gesund essen sollte • welches Essen du in Deutschland probieren möchtest. <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • wie du dich mit deiner Familie verstehst • was du letztes Wochenende mit deiner Familie gemacht hast • warum Familie oder Freunde für dich wichtiger sind • wie deine ideale Familie in der Zukunft aussehen wird. <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • welche Umweltprobleme es in deiner Gegend gibt • was du und deine Schule letztes Jahr für die Umwelt gemacht habt • warum wir alle etwas für die Umwelt machen sollen • wie öffentliche Verkehrsmittel in der Zukunft sein werden. <p>Maximum of band 7-8 if one bullet is missing. Maximum of band 5-6 if two bullets are missing. Maximum of band 3-4 if three bullets are missing. Candidate scores 0 if no bullets have been addressed.</p>
Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3-4	<ul style="list-style-type: none"> • The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.

5-6	<ul style="list-style-type: none"> • The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
7-8	<ul style="list-style-type: none"> • The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9-10	<ul style="list-style-type: none"> • The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
Question number	Linguistic knowledge and accuracy
7	
Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. • Very little evidence of correct spelling, verb formation, gender and agreement.
3-4	<ul style="list-style-type: none"> • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5-6	<ul style="list-style-type: none"> • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.
7-8	<ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9-10	<ul style="list-style-type: none"> • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	digitalen	(1)
8 (b)	hatten	(1)
8 (c)	viele	(1)
8 (d)	kennengelernt / kennen gelernt	(1)
8 (e)	meisten	(1)
8 (f)	sind	(1)
8 (g)	verändern	(1)
8 (h)	kann / könnte	(1)
8 (i)	kindliche	(1)
8 (j)	ihres	(1)

