

Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE in
German

Unit 2: Reading and Writing in German

(4GN0/02)

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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(i)	C	(1)

Question Number	Answer	Mark
1(ii)	E	(1)

Question Number	Answer	Mark
1(iii)	D	(1)

Question Number	Answer	Mark
1(iv)	B	(1)

Question Number	Answer	Mark
1(v)	F	(1)

Question Number	Answer	Mark
2(i)	C	(1)

Question Number	Answer	Mark
2(ii)	B	(1)

Question Number	Answer	Mark
2(iii)	C	(1)

Question Number	Answer	Mark
2(iv)	A	(1)

Question Number	Answer	Mark
2(v)	B	(1)

Question Number	Answer	Mark
3(a)	B C D G J	(5)

Question Number	Answer	Mark
3(b)		(10)

Communication and content	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Little meaningful communication; only occasionally comprehensible. • Most of the response may have been copied from the supporting passage without any attempt to adapt it. 	1-2
<ul style="list-style-type: none"> • Limited communication; frequently lacking clarity. • Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 	3-4
<ul style="list-style-type: none"> • Mostly clear communication with some ambiguity. • The candidate's response is mostly independent; minimal reliance on the supporting passage. 	5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • No rewardable material. 	0
<ul style="list-style-type: none"> • Narrow range of basic vocabulary and structures. • Minimal accuracy in spelling and grammar. 	1-2
<ul style="list-style-type: none"> • Adequate range of vocabulary and structures, with some repetition. • Some accuracy in spelling and grammar with errors. 	3-4
<ul style="list-style-type: none"> • Good range of vocabulary and structures. • General accuracy in spelling and grammar, although there may be errors. 	5

Question Number	Answer	Mark
4(i)	A	(1)

Question Number	Answer	Mark
4(ii)	C	(1)

Question Number	Answer	Mark
4(iii)	C	(1)

Question Number	Answer	Mark
4(iv)	B	(1)

Question Number	Answer	Mark
4(v)	C	(1)

Question Number	Answer	Accept	Reject	Mark
5(a) Vorteil	Any one: Oma konnte (wahnsinnig) gut kochen Omas Eintopf war lecker Oma kochte den besten Eintopf Oma war eine gute Köchin/ein guter Koch (Es gab) Eis	Die Oma war/ist eine gute Köchin/ein guter Koch	Seine Oma	(1)

Question Number	Answer	Accept	Reject	Mark
5(a) Nachteil	Any one: Die Gegend/Umgebung war nicht so schön Nur einmal im Monat			(1)

Question Number	Answer	Accept	Reject	Mark
5(b)	Gekocht Eintopf gemacht	Eintopf with no verb	incorrect pronoun, eg Ihr machen ein Eintopf	(1)

Question Number	Answer	Accept	Reject	Mark
5(c)	Gabi (und Angelika) hatte/hatten eine Saisonkarte Saisonkarten Sie hatten eine Saisonkarte/Saison -karten	Die Eltern hatten Saisonkarten <u>für sie gekauft</u> Saisonkarten <u>gekauft</u> Saisonkarten gekauft hatten	Die Eltern hatten Saisonkarten gekauft Die Eltern hatten Saisonkarten Incorrect pronoun, eg, unsere Eltern, für uns etc Saisonkarten with no verb	(1)

Question Number	Answer	Accept	Reject	Mark
5(d)	Schlafen Ins Bett gehen Any relaxing activity, eg: chillen, fernsehen, Musik hören, am Computer spielen <u>Süßigkeiten kaufen/essen</u>	Die Süßigkeiten gekauft (or other incorrect tense)	(Leckere) Süßigkeiten without a verb nach Hause gehen	(1)

Question Number	Answer	Accept	Reject	Mark
5(e)	Dass sie und Angelika auf andere Schulen gehen mussten. Dass sie und Angelika sich nicht mehr so viel gesehen haben. Dass sie und Angelika nicht mehr so gute Freundinnen waren.		Auf verschiedene Schulen gehen on its own Sie musste auf verschiedene Schulen gehen Sie geht auf verschiedene Schulen	(1)

Question Number	Answer	Accept	Reject	Mark
5(f)	Weil sie einen Sohn hat Sie hat einen (kleinen) Sohn Weil ihr Sohn größer wird	Sohn immer größer wird	mein Sohn immer größer wird Sie haben einen Sohn	(1)

Question Number	Answer	Accept	Reject	Mark
5(g)	unkompliziertes Leben Keine Geldsorgen Sie denken nicht an die Zukunft Sie brauchen nicht an die Zukunft zu denken	Als Kind hatte Gabi/sie keine Geldsorgen Man hat keine Geldsorgen		(2)

Question Number	Answer	Accept	Reject	Mark
5(h)	Sie möchten(wieder) Kinder sein Sie würden gern (wieder) (ein) Kind sein Sie würden gern (wieder) (ein) Kind sein			(1)

Question Number	Answer	Mark
6		(20)

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 	1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 	3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 	5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 	7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Very little use of tenses to vary sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Correct spelling is limited. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Spelling is accurate for some of the response. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Spelling is generally accurate although there may be occasional lapses. 	5

