

# Examiners' Report

## June 2018

### GCSE German 1GN0 4F

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# Introduction

In this first year of the new specification, it was clear that centres had given careful thought to the entry level of their students. The majority entered at foundation level were able to attempt most questions, although less able students struggled with the longer essay at Q3(a) or Q3(b). In addition, students were familiar with the topic areas covered in this year's paper and at the top end of the ability range often wrote convincing and accurate accounts showing an adequate range of structures to access the top boxes of the mark scheme in both categories.

Most students were able to produce comprehensible responses for Q1, although many found Q2 problematic. This was taken into account at the marking stage and also at the awarding stage of this year's series. In Q3, most opted for the question about hobbies, although there were some interesting and successful responses about job prospects in Q3(a). Anxieties about translation from English into German in Q4 were not borne out by student performance. Students who may have been unsure about the requirements of the task in German in the first three questions often seemed to be on safer ground with the English sentences in Q4 and managed to produce some comprehensible and often very accurate German, thus securing a higher mark overall for this paper than might otherwise have been the case.

To gain marks for Communication and Content, students have to address the specific questions set. At foundation level, it was noticeable that some students were unfamiliar with some words which were crucial to the question or missed the opportunity to use the range of tenses as indicated the bullet points. Some who were happy to recognise a familiar topic area such as **Hobbys** in Q3(b) and took the opportunity to write everything they knew about the topic, but sometimes failed to address the issues in the bullet points.

The marking grids for Linguistic Knowledge and Accuracy for the first three questions are carefully graded so that expectations of language in Q1 are relatively low compared to expectations in Q3. For example, in Q1 examiners were looking for simple linking with a coordinating conjunction such as **und** or **aber**, whilst in Q3 some simple subordination with **weil** or even **obwohl** could help secure higher marks. Some students put all their eggs in one basket for Q1 and wrote copiously about the concert, perhaps then running out of time or out of ideas in the subsequent questions. Those who did manage to write a full response in Q3 were able to show evidence of a range of time frames, varied syntax and sometimes more interesting vocabulary.

Word counts for each question are notional, but the whole response is marked irrespective of length. It was, however, possible to access the full mark ranges by sticking to the word counts and as a general rule this was the case for most students. Shorter essays tend to be self-penalising. Where one bullet point in an essay is omitted it is not possible to access the top box for Communication and Content. However, thereafter the essay is marked as normal for Linguistic Knowledge and Accuracy.

## Question 1

Q1 required students to write a short description of the picture of people at a concert followed by an opinion about the concert. Students can use their imagination here and may, for example, have described the colour of people's clothing or described the type of music being played. The description could have included details of the number of people, the venue, the band playing or even the weather. A straightforward description of the concert might have been **Das Konzert ist gut aber laut**, although better students were able to use **gefallen** correctly.

In diesem bild, gibt es viele viele personen und ein  
16 kinder. 8 Der kinde ist eine mädchen. Der kinde ~~ist~~ mit  
ihre mutter. ~~und~~ Der ist drei Singen auf einem konzert.  
Der konzert ist sehr spass weil es viele freunden auf  
Kon konzert ist.



This student has produced five short sentences which describe the picture and give a clear opinion. The information is relevant and extra detail is given. There is some variety in the syntax and linking is evident.

There is some awkwardness in the communication with **ein** **Kinder** and **Der ist drei Singen**. Nevertheless, the candidate manages to communicate clear ideas with some success. Vocabulary is familiar and there is little repetition. The mark for Communication and Content is at the lower end of the top box (5).

The language used is straightforward at the beginning although there is evidence of inversion and correct use of **es gibt**. The final sentence includes a good attempted *weil* clause. The mark for Linguistic Knowledge and Accuracy is therefore also at the lower end of the top box (5).



Students should aim to vary the sentences by using a variety of verbs. A simple *weil* clause is a good indicator of linking although two main clauses joined with **und** or **denn** would also suffice.

Auf dem Foto gibt es viele Leute um eine Konzert. Das Foto ist schwarz und weiß mit alte und junge Mädchen. In der Hintergrund die Leute ~~sind~~<sup>sind</sup> glücklich. Meine Meinung nach ist das Konzert war ~~z~~ echt prima, weil die Musik sehr laut war.



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Examiner Comments

This candidate has produced a confident response which is comprehensible throughout. The errors do not hinder clarity.

Despite the misuse of *um* in the first sentence and occasional problems with word endings, the message is clearly communicated. Simple and varied information is given and there is strong opinion at the end. Vocabulary is relevant and there is a pleasing use of *echt prima*. This response was awarded 6 for Communication and Content.

Evidence of inversion, use of *es gibt*, a sense of case with prepositions and a completely correct *weil* clause secures a mark of 6 for Linguistic Knowledge and Accuracy.



**ResultsPlus**  
Examiner Tip

Candidates should aim to vary their sentences as in this response. Interesting vocabulary with unusual intensifiers such as *echt* make a good impression.

## Question 2

Q2 required students to write a formal response to a set of bullet points. In this question, they had to imagine that they were buying a gift online. The four bullet points required a brief explanation of the gift, when it was needed, the problem and where students would shop in future. The response required the present tense and some future intent in response to the final bullet point.

Many students struggled to fully understand the context of this task. Some were unable to understand **Geschenk or brauchen**. Sometimes students stated that they had already bought a gift; this was accepted as a legitimate response. Occasionally, only the first bullet point was attempted. However, it was possible to gain full marks for this question simply by writing four clear sentences, one for each bullet point.

The most common items for the gift were clothing, but food and sports equipment also featured regularly.

### 2 Sie kaufen ein Geschenk online. Es gibt ein Problem.

Schreiben Sie eine formelle E-Mail an die Firma mit diesen Informationen:

- was Sie kaufen wollen
- wann Sie es brauchen
- was das Problem ist
- wo Sie in Zukunft einkaufen werden.

Schreiben Sie ungefähr 40-50 Wörter **auf Deutsch**.

*Sehr geehrte Damen und Herren,*

Der ist eine ziemlich probleme mit meine T-shirt. Lettes Woche Ich habe eine grüne T-shirt gekauft und Ich finde der T-shirt fantastisch. Aber wann Ich um eine Restaurant ~~potmes~~ ~~gea~~ mit dem T-shirt gegessen, Der T-shirt ist sehr lange und ~~kaugig~~ Ich finde gar nicht gut. es sie denn der ist eine better T-shirt, Ich nie werde kaufe im der Topshop. In der Zukunft Ich hoffe eine gut rock kaufe.



This student manages to write a response of 67 words. It is clear what the present is and also what the problem is. However, the ideas of when it is needed and where future shopping will take place are omitted, although there is some indication of where the student will not shop in future.

For Communication and Content, this response fits neatly into the top box. There is some relevant information and some development. Language is used with some success to express key points as required by the stimulus. Vocabulary is limited to commonly used words. A mark of 6 was awarded.

Simple sentences predominate and at a basic level are successful. However, some sentences are almost linked together successfully with *wenn* and *und*. There is also some sense of a variety of time frames with a successful past tense and a reasonably well attempted future tense. In general, errors sometimes hinder clarity of communication, but nevertheless this response can be awarded 7 for Linguistic Knowledge and Accuracy.



In Q2, students are required to use the present tense and the future tenses only. The present tense with a future indicator will also suffice.



Ich habe ein rot blaue und eine blau hemd gekauft. Ich ~~aber~~ habe als eine Weiss blaue gekauft. ~~meine~~ letzte woche habe gekauft ich. Das problem ist die blaue und hemd sind sehr groß. ~~meine~~ ~~meine~~ ~~das~~ ~~nicht~~ ~~tem~~ in die zukunfft habe ich nicht einkaufen online, weil ~~es~~ sehr stressig ist. Ich finde einkaufen online schlecht. ~~das~~ ES ist nicht gut.



**ResultsPlus**  
Examiner Comments

This candidate's response is comprehensible throughout. The reader knows that a blouse and a shirt were purchased last week (almost a response to the second bullet point); the extent of the problem is clear and there is an indication of why the candidate will not shop online in future.

Simple ideas are communicated with success throughout. Vocabulary is familiar and there is little repetition. The response certainly goes beyond the language of the stimulus material. A mark of 7 was awarded for Communication and Content.

Mainly straightforward grammatical structures are used with successful references to present and future events, although a past tense is also used correctly. The slight awkwardness of *In die Zukunft habe ich nicht einkaufen online* means that this response can be awarded a mark in the top box for Linguistic Knowledge and Accuracy although 7 is more appropriate than 8.



The language of the bullet points can be used to structure the response. For example, four sentences could have used these patterns:

- Ich will ... kaufen.
- Ich brauche das ...
- Das Problem ist, dass ...
- In Zukunft werde ich ... kaufen.

### **Question 3 (a)**

Students who understood the context of this question often wrote interesting accounts of a job which they wanted to do and were able to say why it suited them. Fewer took the opportunity to explain what preparations they had made for the job which could have been by doing work experience or by learning a specific skill. Some made creative use of language from another topic area and explained how they had learned a language to use in their future job. The use of future intent in response to the final bullet points was often clearly expressed and most commonly involved having a family, a large house and a well-paid job, although some also wanted to live abroad and lead a luxurious lifestyle with a famous star.

The opportunity to offer opinions was given in the second bullet point. Some candidates managed to express that they were attracted by the high salary (doctors) or the long holidays (teachers) whilst others mentioned that they relished the prospect of helping the needy (nurses and carers).

Some students used the stimulus bullet points wisely to help them phrase their answers and often this was a successful approach. Those who recognised the topic area and wrote a pre-learned essay about jobs often missed the point of the question and scored low marks for Communication and Content.

At foundation level, vocabulary used tended to be familiar although this did not prevent the more able candidates scoring well on Communication and Content. Linguistic structures tended to be more limited than at higher level. However, it was possible to score highly in this category as long as there was evidence of varied time frames, varied syntax and some complex structures. Examiners noted that in this question, use of connectives was sparse: sometimes coordinating conjunctions were introduced and occasionally a *weil* clause was successful, but only at the very top end of the range of responses seen was there a more fluent use of language structures.

Opinion

Answer either Question 3(a) or Question 3(b).

fascienerend  
ausgezeichnet

If you answer Question 3(a) put a cross in the box .

Mein Beruf

3 (a) Dein Freund Ruwen möchte wissen, was deine Pläne für einen Beruf sind.  
*would like to know your plans for your job*

Schreibe eine E-Mail an Ruwen.

Du **musst** diese Punkte einschließen:

- welchen Beruf du haben möchtest - *which job you would like the most*
- warum dieser Beruf der Beste für dich ist = *why this job is the best for you*
- was für Pläne du für deinen Beruf gemacht hast = *what your plans were for your current job*
- wie dein Leben in 10 Jahren sein wird. = *where you'll be in your life in 10 years*

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

Neulich-recently. (20)

Hallo, Ruwen!

Ich möchte ein Job als eine ~~Lehrer~~

Sportslehrerin weil es wirklich interessant und

auch ich mag Kindern und ich möchte in

einer ~~Schule~~ gymnasium arbeiten. Desweiteren, ist

es der Beste ~~Beste~~ Beruf für mich weil ich <sup>bin</sup> echt

fleißig und ich habe viele freizeit. Ich

denke dass, es fantastisch ist <sup>denn</sup> weil ~~es~~ viele Geld

verdienen. ~~Meine~~ Pläne für meine Beruf ~~wann~~ <sup>war</sup>

gemacht war, bin ich eine küchenin. Aber meiner

meinung nach, ein Job als eine Sportslehrerin

ist ~~besser~~ <sup>besser</sup> als eine küchenin. Ich

finde dass, küchenin ist manchmal langweilig aber

eine Sportslehrerin ist nie langweilig und es ist

Immer fascienerend und auch ausgezeichnet.

Dann, in zehn Jahren, ich wird eine ausgezeichnet

Sportlehrerin in meine leben<sup>sein</sup>. Ich bin wirklich  
höflich. Ich denke dass, es super und sehr  
interessant ist.

Aufwiedersehen!



This student has attempted to address all four bullet points and has tried to expand on each one. There is a clear indication of what the intended job is and various reasons are given for why it is ideal. The student struggles with the third bullet point although the reader can almost understand that another job has been tried out in the past. Plans for life in ten years' time are clearly expressed.

The student communicates information relevant to the task and expands on each of the bullet points without overreliance on the stimulus. Individual thoughts are clearly expressed. For Communication and Content this response gained a mark of 10 at the lower end of the top box.

The student has made a good attempt to use a variety of structures in the response. These include a variety of subordinate clauses, modal verbs and a reasonably sound sense of past, present and future events. The examiner has to balance the use of structure with the accuracy. In this response, accuracy was varied and sometimes led to ambiguity, particularly when the past tense was used. A mark of 5 was awarded for Linguistic Knowledge and Accuracy.



Good sentence stems can help an essay to flow well. Here, the candidates use of **Des Weiteren** and **Meiner Meinung nach**, albeit with slight inaccuracies in the spelling, help to join sentences naturally.

### **Question 3 (b)**

This was by far the more popular choice of the crossover questions in the writing paper. Students were clearly familiar with the topic of hobbies and were able to use what they had learned to good effect. However, it was necessary to understand the context of the question and to address all four bullet points to access top marks. Often students omitted to mention what hobby they had as a child and focused only on the present, often at great length. It was much better to give a balanced account with equal weight given to hobbies in the past and those in the present.

Many were able to express why hobbies are important, most commonly because they were a way of meeting other people, a means of avoiding being online the whole time or a way of staying fit and healthy. Sport and music were the most popular hobbies although there were also some unusual pastimes such as mountain climbing or helping others.

There was some confusion with the fourth bullet point when candidates often did not understand that Meike was a girl who was coming to stay, although this information could be gleaned from a careful reading of the rubric. Consequently, there was often a lack of clarity in response to the final point. Those who did understand the context, however, often managed to express a simple idea such as **Wir werden ins Kino gehen**. Although there was no requirement to link the future activity to the hobby, students often did so.

Examiners noted that foundation level students tended to stick to a selection of familiar verbs. The most common were **sein, haben, spielen, lieben and mögen**. Structures tended to be limited, but the more able students showed evidence of a range of structures including modal verbs, some subordination and the occasional infinitive clause usually with **um/zu**.

(b) Deine neue Freundin Meike besucht dich bald und fragt, was für Hobbys du hast.

Schreibe eine Antwort an Meike.

Du **musst** diese Punkte einschließen:

- was dein Hobby als Kind war (what your hobby was as a kid)
- was für Hobbys du jetzt hast (type of hobbies you do ~~now~~ ~~now~~ ~~now~~ now)
- warum deine Hobbys wichtig sind (why your hobbies are important)
- was Meike mit dir machen kann, wenn sie dich besucht. (what can Meike do with you wenn you visit.)

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

(20)

Als Kind, meine ~~lieblingshobby~~ Lieblingshobby war Badminton weil ich immer habe gewonnen. Auch, habe ich jeden Tag fern gesehen. Meine Mutter sagt ~~in~~ oft dass ich bin faul.

~~Ich~~ Ich gehen gern jeden Mittwoch ~~Wandern~~ mit mein Vater Wandern. Es spap macht!

Hobbys sind wichtig, weil es ~~ganz~~ <sup>and activ</sup> gesund bleiben, wenn du machen viele sport.

Wenn ich besuche dich, ~~das kannst~~ wir können Schwimmen und ~~besuchen~~ Wandern gehen. Es wrd spap macht weil wir der ganze Tag werden plaudern und lachen.





The response begins with a clear past tense and a clear statement about what the student's hobby was as a child. The transition to the next bullet point would have benefited from the inclusion of an adverb such as **heute** but the time frame is clear. The idea of why hobbies are important is attempted, but inaccuracies cause ambiguity at this stage. In response to the final bullet point, the student has confused who is visiting whom, but nevertheless there is an indication of what the friends can do together in the future.

In the middle paragraph the errors hinder communication and prevent meaning being conveyed successfully. The student offers information relevant to the task with the development of some ideas. Mostly, language is used successfully and personal opinions are given. This response was awarded 8 for Communication and Content.

The language used is mostly straightforward and there are some extended sentences with familiar conjunctions. The accuracy is varied, and whilst references to past present and future are in evidence, the verbs do not always agree with the subject. Sometimes, errors have hindered communication, such as in the middle paragraph. This response was awarded 5 for Linguistic Knowledge and Accuracy.



When writing an answer to a friend, students should remember that they do not need to mention that person by name. They simply need to use **du/dich/dir/dein** in their response.

## Question 4 (a)

This simple short sentence offered a way into the final question on the paper that most students found reassuring. However, **klein** was not always known and sometimes appeared as **kein** or even **schmal**. Some inventive students used the acceptable alternative nicht groß.

Meine Schule ist sehr ~~klein~~ keine.



**ResultsPlus**  
Examiner Comments

It was necessary for all five words in the sentence to be translated into German. Errors of gender or case ending did not affect the possibility of a mark of 2.

The use of **keine** rather than **klein** means that meaning is only partially communicated since the error hinders clarity. 1 mark was awarded for this response.



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Examiner Tip

Students should learn the spelling of common intensifiers such as *sehr*.

## Question 4 (b)

The most common issue in Q4(b) was the translation of *only*: *nur* was rarely known. Numbers were familiar to most students, although there were regular issues of the spelling of **zweihundert**. Examiners accepted both **Studenten** and **Schüler** for students.

Gibt sind nur zweihundert students.



This student has managed to use **nur** correctly. The English plural *students* is still comprehensible in the context.

The meaning of the sentence is partially communicated. The use of *Gibt sind* at the beginning is not clear and therefore a mark of 1 was awarded.



It is important to learn how to use *es gibt* or *es gab* correctly.

## Question 4 (c)

This present tense sentence had several possible translations. The idea of *liking* could be rendered using *mögen*, *gern* with a suitable verb, *gefallen* or *lieben*. The concept of *very much* proved problematical for some; *sehr viel* was rarely known, although *sehr* on its own was sufficient to convey the idea.

Mein Freunde und ich liebe Sport  
sehr.



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Examiner Comments

It is important to note that occasional errors that do not hinder clarity can still allow a mark of 2 to be awarded.

In this response, despite the missing *e* on *meine*, the misspelling of *Freunde* and the wrong verb ending, the meaning of the English sentence is communicated successfully and a mark of 2 can be awarded.



**ResultsPlus**  
Examiner Tip

Students should check spelling and verb agreements in each sentence.

## Question 4 (d)

Q4(d) was the first of two longer sentences to translate into German. This time a past tense was required. Whilst some students were clearly aware of the need for a past participle, many omitted the auxiliary verb. However, if the past time frame was clear the meaning was clear. Sometimes clarity was hindered by the wrong use of *wir sind/haben spielen*. When *wie* was used instead of *wir* the meaning was also not fully communicated.

One recurrent problem was the translation of *Wednesday* which was not well-known. Often *Donnerstag* or *Sonntag* were used instead. of *Mittwoch*.

Letzete Woche ~~wurde~~ haben wir fußball  
am Mittwoch ~~es~~ gefahren.



The student has managed to produce a correct syntactical structure in this sentence with inversion and an attempted perfect tense. The added e in *letzte Woche* does not hinder communication.

The use of *gefahren* rather than *gespielt* muddies the waters here, but the overall meaning of the sentence is partially communicated and a mark of 2 out of 3 can be awarded.



It is important to learn common expression such as days of the week, months of the year and common adverbial expression of time.

## Question 4 (e)

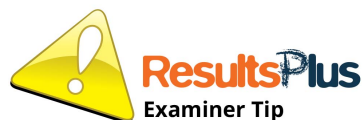
The final sentence in Q4 was often the most successfully translated with some students who had struggled with the previous four sentences gaining a full 3 marks for this one. *Lehrer* was not universally known and was often confused with *Lehre* which often meant that the sentence was only partially communicated. The *weil* clause was translated correctly by many students who also managed to show an awareness of subordinate word order.

Ich finde mein Lehrer und Lehrerinnen  
fantastisch, weil sie interessant und  
freundlich sind.



This student has a clear knowledge of the relevant vocabulary required and manages to convey the full meaning of the sentence.

Despite minor errors in *mein Lehrer und Lehrerinnen* there is no reason not to award this response the full 3 marks.



After writing their translation, students are advised to check that they have transferred all ideas from the English sentence into their German version.

## Paper Summary

Based on their performance on this paper, students are offered the following advice:

- Read each question carefully and think about what exactly you are asked to write. Make sure you know which tense is required. In Q2, one bullet point will require you to use a future tense or indicate something in the future using the present tense. In Q3(a) or Q3(b), one bullet point will always indicate a past tense.
- Learn question words to avoid answering the wrong question. This is particularly important in Q2, where answering the correct question is often straightforward if you know the interrogative form.
- Attempt all questions. Often there is at least something you can gain marks for even though you may not be able to answer all sections of the questions.
- Avoid using English words. Stick to what you have learned in German. A simple sentence which is completely in German is better than an attempted more complex sentence with two English words in the middle of it which make the meaning unclear.
- Make sure that the perfect tense has an auxiliary verb and a past participle. Practise the three main tenses in preparation for your exam. It is not always necessary to use the grammatical future tense with **werden**: sometimes you can use the present tense as long as you have used an adverb such as **morgen** to indicate the future.
- Prepare for your exam by learning some standard ways of giving opinions. You can always describe something as **gut** or **interessant**, but more interesting sentence stems such as **Ich glaube, dass ...** or **meiner Meinung nach** will often come in useful.
- Make sure that the verbs you use agree with the subject.
- In Q1, make sure that you give an opinion about the topic in question as well as describing the picture.
- In Q2 and Q3, try to write something about each bullet point, even if you can only think of one simple thing to write. Don't simply write everything you know about the topic.
- Check your work carefully. This is particularly important in the translation sentences in Q4. Common errors are confusion of **wir and wie, or of ist and is**, and the misuse of **gern** as a verb. The more accurate your writing is, the higher the mark.

## Grade Boundaries

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