

Examiners' Report
June 2018

GCSE German 1GN0 4H

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Introduction

In this first year of the new specification, it was clear that students had been prepared well. The topic areas covered in the paper were familiar and students were aware of the need to choose between Question 1(a) and 1(b) and between Q2(a) and Q2(b). The paper differentiated well. At the top end of the scale there were some very fluent answers showing a wide range of sophisticated language. A few students struggled to communicate in writing even in the first crossover question and may well have been more appropriately entered for the foundation paper.

It is important for students to realise that the bullet points in the first two questions are prescriptive. Sometimes, a generic essay about the wider topic area does not fulfil the requirements of the task set. It is important to read the task carefully before putting pen to paper. Word counts are notional, and it is possible to access the highest mark bands by sticking within the suggested word count. When students write longer essays, they often self-penalise because errors begin to creep in which spoil the overall effect. It is wiser to write a shorter, more accurate response than to produce a rambling all-inclusive essay.

Overall, Q1(b) was more popular than Q1(a) and Q2(b) more popular than Q2(a). Perhaps students choose the topic area they think they know better rather than looking carefully at the requirements of the task and assessing which allows them to display better language skills. Anxieties about the translation into German were not borne out by student performance and examiners noted that here were many pleasing and some fully accurate renderings of the English text in Q3.

Vocabulary, even towards the top end of the scale, tended to be safe and familiar; only the very best introduced unusual words. There was often confusion with common false friends such as **Gebäude/Bildung, bekommen/werden** and **schicken/Schinken**. In general, students tended to stick to a small selection of verbs rather than explore a whole range. The most common were **spielen, fahren, gehen, sehen, essen, trinken** and **besuchen**. The weakest students relied simply on *sein, haben* and *es gibt*.

To access the highest mark bands for Linguistic Knowledge and Accuracy, there has to be evidence of a wide range of language structures which might include variety of tense, infinitive clause, variety of syntax including inversion, coordination and subordination with a range of conjunctions and perhaps a good use of idiom. Centres should discuss with their students the best level of entry. In particular, it is worth noting that the mark grid for Q2 begins at quite a high level. Many students who wrote extended accounts gained marks only in the first box because their essays only showed evidence of a few complex structures. The Q2 mark grids do not access the whole ability range.

Notwithstanding previous comments, it was pleasing to read many outstanding scripts which fully deserve to gain Level 8 or even 9 on the new GCSE scale.

Question 1 (a)

This question allowed candidates to draw on language from the world of work and to show a range of time frames in their responses. To judge by the answers, the future of the NHS and education are in good shape since the majority of candidates claimed to want to be doctors, nurses or teachers. Some more interesting responses used language learned about voluntary work and language learning. Reasons for the job being the ideal choice included a good salary or the ability to work from home; more adventurous reasons were the possibility of helping others or having the chance to travel or use languages. Future plans were normally settling down with a family although others had visions of setting up their own businesses and becoming millionaires.

The third bullet point which invited the use of the past tense caused some difficulties. Some candidates chose to describe relevant work experience or their experiences of watching their parents at work. However, some missed the point of using the past tense and although they managed to write what they were doing at present in preparation, e.g. learning certain skills or school subjects, fell short of showing that they could use a past time frame convincingly.

All four bullet points need to be addressed in order to access the full mark range. However, these need not be addressed in equal measure: a short answer to one can offset a longer, perhaps more secure answer to another.

1 (a) Dein Freund Ruwen möchte wissen, was deine Pläne für einen Beruf sind.

Schreibe eine E-Mail an Ruwen.

Du **musst** diese Punkte einschließen:

- welchen Beruf du haben möchtest
- warum dieser Beruf der Beste für dich ist
- was für Pläne du für deinen Beruf gemacht hast
- wie dein Leben in 10 Jahren sein wird.

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

Hallo Ruwen,

(20)

In der Zukunft, möchte ich äußerst gern Anwältin
werde, weil ^{das} ~~es~~ viele Aufstiegsmöglichkeiten gibt. Das
Gehalt ist auch super; ^{das} ~~das~~ ist wichtig für mich
weil ich in der Zukunft in Paris leben würde.

Dieser Beruf ist der Beste für mich weil ich sehr
sehr fleißig bin. ~~und~~ Außerdem, ich bin in Englisch
und Geschichte begabt, und deshalb, interessiere ich
mich für Recht. Letzten Monat habe ich auch bei
einer Anwaltskanzlei gearbeitet um mein onkel zu
helfen. Es war total ~~so~~ nützlich weil ~~ich viele Texte~~
ich gelernt habe dass, als ich Anwältin sein würde,
muss ich sehr hart arbeiten. Ohne Fleiß, keinen Preis!

(Ich hatte ~~auch~~ sehr guten Noten bekommen)

Mein Plan sind nach Uni gehen. Ich finde
dass notwendig weil man viel ~~intelligenter~~ ~~was~~
~~lernen~~ ^{lernen} kann. Ich würde auch mehr Arbeitspraktikung
machen, und ja, ich muss zugeben dass sie
~~nicht so toll~~ ~~sehr~~ ~~vermüdend~~ und nicht so toll
~~sind~~ ^{sind} ~~stark~~ aber ~~es~~ ^{sie sind} ~~ist~~ ^{sinnvoll} ~~nützlich~~ um deinen
Beruf zu kennenlernen.

Ich bin davon überzeugt dass in 10 Jahren
ich ~~gutes~~ ~~Anwalt~~ ~~bei~~ ~~einer~~ ~~guten~~ ~~Firma~~
& arbeiten werde.

Ich werde auch in Paris wohnen, ~~weil~~ weil die
Beschäftigung dort ausgezeichnet ist. Ich würde
nicht so gern Kinder haben weil ich lieber
arbeite: dass ist für mich am Wichtigsten.

Auf Wiedersehen!

- Niray



This student has written a fluent account responding to all four bullet points in detail. Although the response is longer than necessary it is marked in its entirety. The use of adverbs has helped the essay to flow and the sentences are varied and interesting. Vocabulary includes some examples of uncommon language (**Aufstiegsmöglichkeiten, außerdem, Anwaltskanzlei, überzeugt**). The response goes beyond what would be necessary to access the top mark bands for both categories.

The four bullet points are mentioned and developed more than adequately. Language is adapted to narrate, inform, interest and give opinions. The student has written a personal account with a good variety of vocabulary and expression. The style is consistent throughout. This was awarded 12 for Communication and Content.

There is an abundance of language structures in this response and a high level of accuracy. The extended sentences are well linked together and no errors hinder clarity of communication. Even the rather peculiar version of **Anwältin** can be understood. A mark of 8 was awarded for Linguistic Knowledge and Accuracy.



In this response the student has used a German idiomatic expression appropriately. **Ohne Fleiß, kein(en) Preis** makes perfect sense in the context.

Question 1 (b)

This was by far the more popular of the two crossover questions. However, it was crucial that all four bullet points were addressed. Some weaker students, attracted by the familiar topic area, wrote a generic, pre-learnt essay about their hobbies and often omitted what their interests had been as a child or activities Meike could take part in when she came to visit. Almost all managed to state why hobbies were important, most commonly that they helped you to keep fit in the case of sport or that they allowed you to make new friends in the case of being in a club.

Students are advised to read the question carefully to establish the context. In this case, it was not always clear in the responses that Meike, a girl, was coming to stay although this could be gleaned from a careful reading of the stimulus. Sometimes, it appeared that Meike had not even been identified as a human being and instead **Antwort** seemed to be the intended guest.

Where students took time to think about the quality of their answer before they committed themselves to paper, there were some very sophisticated answers which showed an excellent command of German and an ability to use language creatively. Others who went for the scattergun approach of writing everything they knew about the topic tended to repeat errors or to miss opportunities to show the best German they could.

(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
- was für Hobbys du jetzt hast
- warum deine Hobbys wichtig sind
- was Meike mit dir machen kann, wenn sie dich besucht.

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

(20)

Hallo Meike,

Ich freue mich auf dein Besuch - es ist bald! Du mir fragst, was für Hobbys ich habe also ich werde antworten.

~~Meike~~ Als ich jünger war, war mein Lieblingssport Fußball. Ich spielte jedes Woche mit meine Freunde in der Grundschule. Eigentlich, Fußball ist mein Lieblingssport jetzt auch! Als Kind, es hat Spaß gemacht zu fernsehen auch! Ich ~~habe~~ ^{habe} ~~habe~~ ganz Tag fernsehen und meine Lieblingssendungen waren: „Sesame Street“ und „The Muppets“ ~~aber~~ aber jetzt bin ich zu alt für Kindersendungen. Jetzt ~~habe~~ ^{habe} ich ein neues Hobby - Musik. Ich spiele die elektronische Gitarre, der Saxofon, und der Klavier. Obwohl ich ~~habe~~ ^{Musik} seit zehn Jahren spiele, ~~habe~~ ^{hat} es nur ~~ich~~ mich interessiere mehr jetzt.

Meine Hobbys sind wichtig weil es wichtig ^{ist haben} ~~ist~~ ~~zu~~ ~~die~~ Freizeit. Wenn ich spiele Musik, ich vergesse über die Schule.

Wenn du mich besucht, wir ~~zu~~ werden gehen zu London damit du kannst die Sehenswürdigkeiten ~~zu~~ sehen und die Stadt erleben. Es wird Spaß machen!

Bis bald,

Tom



The student has written a full response addressing all four bullet points and developing ideas as much as possible. Sometimes, there is an awkward turn of phrase when the grammar has gone awry, but in general it is comprehensible throughout.

This response was fully relevant, showed an effective adaptation of language, expressed individual thoughts and ideas and maintained a consistent style throughout, thus placing it in the top box for Communication and Content. A mark of 11 was awarded.

There were many linguistic structures in evidence but not all were successful. Sections of writing such as **Ich habe ganz Tag fernsehen and weil es wichtig ist, haben zu Freizeit** fall short of what would merit placing this in the top box. However, language was frequently accurate and therefore a mark of 6 was awarded for Linguistic Knowledge and Accuracy.



Students need to take care to use complex structures of which they are confident. Infinitive clauses are useful but must be used with the correct German word order. Otherwise the meaning and the fluency can be compromised.

Question 2 (a)

This was a popular topic perhaps because it was very familiar from preparation for the speaking examination. Since this question allows students to access the higher grades (7, 8 and 9) it is a mixture of familiar areas and more challenging ones which will stretch the best students to their linguistic ceiling. Whilst most students were clearly at ease with saying what they had done recently to help the environment, many were challenged by the need to suggest how the two schools could work together or to explain why one week was not enough or not for environmental awareness. However, generally it was clear that students had good knowledge of the language needed to describe environmental issues.

Some students missed the point of the task and wrote a pre-learnt essay about the topic which was only credited with marks if it touched on any of the bullet points. In this examination, it is essential that students answer the question they are asked rather than the one which might be in their heads. A few students who did not recognise the word **Umwelt** wrote essays about something completely different, eg holidays, and were unfortunately not able to gain any marks for their efforts. Such students may well have been more appropriately entered at foundation level.

Linguistic knowledge and accuracy were varied. Examiners noted that some students struggled to maintain fluency in their responses, often hindered by an inability to differentiate between time frames or to keep German word order intact when they were trying to express complex ideas. However, the best students deployed a wide range of verbs and verb forms including modal verbs in the past and present, reflexive verbs, varied word order including inversion, coordination and subordination with a wide range of conjunctions. In many answers there was a good use of idiom, although some candidates are determined to use every catchphrase they have learned which is not always entirely successful in the context.

2 (a) In Ihrer deutschen Partnerschule hat man eine Umweltwoche.

Schreiben Sie einen Artikel für die Schülerzeitschrift, der die Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- warum alle Teenager sich für die Umwelt interessieren sollen
- was Sie ^{recently} neulich für die Umwelt gemacht haben
- ob nur eine ^{one env week} Umweltwoche in Schulen genug ist
- wie Ihre Schule und die deutsche Schule zusammen arbeiten könnten.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter ^{16⁹} auf Deutsch.

(28)

Vor allem sollten alle Teenager die Umwelt schützen.

Die Umwelt ist nicht nur schön, sondern auch ^{überleben will} äußerst notwendig, wenn man ~~leben~~ ~~will~~.

Als Familie haben wir kein Auto, was ich umweltfreundlich finde. Neulich habe ich immer die Lichte ausgeschaltet, ^{ich bin auch} ~~und~~ mit öffentlicher Verkehrsmittel zur Schule gefahren, anstatt mit dem Auto meines Vaters zu fahren. Trotzdem ~~ist~~ ist die Luftverschmutzung wirklich ekelhaft, besonders in meiner Gegend.

Meiner Meinung nach ist eine Umweltwoche nicht genug. Man sollte immer umweltfreundlich sein.

Es ist echt wichtig für uns, die jünger sind, erfolgreich zu sein. ^{*} ~~Ich interessiere mich für Umwelt.~~

In der Zukunft könnten wir mehr ^{tauen} Umweltprojekten haben, ~~deswegen~~ ~~werden wir viele Projekte~~ ~~Jungen~~ ~~mit~~ ~~den~~ ~~alten~~ ~~Projekten~~ zu helfen. Zum Beispiel könnten wir ~~die Deutsche~~ ~~mit anderen~~ ~~schöne~~ ~~vielleicht~~ ~~wir~~ eine Woche ohne Autos ^{mit der Deutsche Schule} organisieren ~~haben~~, um Kohlendioxid zu reduzieren. Wenn das Wetter ^{auch} besser ist, könnten wir eine große Spendendaktion haben. Ich habe ~~meine~~ Freunde, ^{die} ~~interessieren~~ sich für ~~machen~~ backen, ^{Deswegen} könnten wir Kuchen verkaufen, bevor ^{wir} das Geld spenden. ~~Deswegen~~ ich glaube, dass es ausgezeichnet sein wird!
 * weil ~~so~~ ältere Leute ein bisschen unvernünftig sein können.



This is a fluent and full response to the task. All four bullet points are addressed and developed in detail. There is evidence of the three main time frames and in general the article has an air of confidence. Good linking words such as *neulich* and *trotzdem* help to make the sentences flow naturally.

Although the essay is in the top box for Communication and Content, the vocabulary used tends towards the more commonplace. For this reason it was awarded a mark of 14.

Language is excellent throughout. Not only is there a high degree of accuracy, but many varied complex structures are used convincingly. The more unusual ones as the use of *was* as a subordinating conjunction, the genitive and a good relative clause. This response scored the full 12 marks for Linguistic Knowledge and Accuracy.



To prepare for writing formal articles, students are advised to build up a bank of useful sentence stems and linking words which will give the writing a degree of fluency and will help to establish the correct tone and register.

2 (a) In Ihrer deutschen Partnerschule hat man eine Umweltwoche.

Schreiben Sie einen Artikel für die Schülerzeitschrift, der die Leser interessieren wird.

Sie **müssen** diese Punkte einschließen:

- warum alle Teenager sich für die Umwelt interessieren sollen
- was Sie neulich für die Umwelt gemacht haben
wehre only 4 a JW
- ob nur eine Umweltwoche in Schulen genug ist
- wie Ihre Schule und die deutsche Schule zusammen arbeiten könnten.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

Die Umweltwoche; eine erfolgreich Event

Wir sollten interessiere sich wirklich für die Umwelt, weil es Ihre Welt ist. Die Welt is wunderbar aber es sieht nicht gut aus. Die Welt ist im gefähr. Alle Teenager sollte interessiere für die Umwelt. Sie sollten Tieren helfen und auch ist das gesund, weil ~~ste~~ Sie in die Luft sind. David Attenborough sagte, "Wir sollten die Umwelt ~~schützen~~ schützen" so, natürlich, alle ~~Teenager~~ Teenager müssen!

Neulich, haben Sie Nistkasten für Vögel gebaut. Es war ein erfolg und die Stimmung war positiv.

Ich habe Gartenarbeit versuchen und es war sehr
lohnend. Und die Reiniger hat den Müll getrennt
getrennt. Ich habe weniger Strom benutzt und
~~ich~~ ^{ich} habe keine Plastik benutzt, weil es das
Meer verpest.

Die Umweltwoche war nützlich und erfolgreich. Viele
Teenager ~~haben~~ sind nicht umweltbewusst so
es war nützlich, weil viele Schüler/innen hat
neues Informatik gelernt. Eine Umweltwoche
in Schulen genug ist. Sie sind praktisch und
nützlich.

Die Deutsch ^S Schule und die Englisch Schule sollte
zusammen arbeiten, weil es ein Erfolg könnte.
Es könnte ein unvergessliche Moment für die
zwei ~~der~~ Schule. Die Deutsch @ Schule und die
~~Englisch~~ Englisch Schule könnten Geld sammeln
zu Wild Tieren helfen. Wir könnten ein Umwelt-
organisiert, ^{haben,} wo viele Schüler/innen helfen kann.
~~Wir könnten~~ Jedes Freitag, könnten wir telefoniert
zu zusammen arbeiten. ~~Wir könnten~~ zum
beispiel, in ^{die} ~~der~~ Deutsch Schule, haben sie ein
Rad Woche gesponsert und wir könnten
mehr haben! Die Umweltgruppe könnte helfen mit
das.

Ich hoffe dass, dieser Artikel nützlich und
interessant war.

Tauwisch Harper



Although the candidate has addressed all four bullet points and developed each one, there is some confusion from the outset. The conflicting use of *wir* and *Ihre* in the first sentence of the first main paragraph makes the meaning unclear. This confusion continues in the second paragraph with the use of *Sie* rather than *ich*, although the candidate manages to get back on track later in the paragraph. In addition it is unclear where the *Umweltwoche* has taken place.

The candidate has managed to convey some detailed information relevant to this task. There is some variation of vocabulary and expression. More linking words would have helped the article to flow more naturally. However, the inconsistencies of style mean that the essay is placed in the 5-8 box for Communication and Content and a mark of 8 was awarded.

Although some complex structures are in evidence, the overriding syntax tends towards the basic. When complex structures are attempted, such as an infinitive clause, accuracy falters. However, references to past, present and future events are sound. On balance this essay was awarded a mark of 6 for Linguistic Knowledge and Accuracy.



Though not necessary, giving a title to an article can create a positive effect and establish the context in which the essay is written.

Question 2 (b)

When students recognised the word **Gegend** in the stimulus they were often able to produce solid answers here, although very few really grasped the focus of the task to write the text for a brochure for German visitors. Thus the language used was invariably dull rather than persuasive. Most successful essays described a local area or town in the UK, but some more adventurous students described Berlin or even Spain.

Most were able to explain what was worth visiting in the area and to describe why language was not a problem, usually that almost all the residents of a particular area were in fact fluent in German. The second and third bullet points were more challenging. Explaining why the area was of historical interest often merely included mention of an old castle, although some more able candidates were able to describe in reasonably fluent German a historical event. German visitors were characteristically invited to sample the local sausages or visit the newly-opened German restaurant. Some might even have been attracted by recent environmental initiatives in the area or simply by the wonderful landscape.

Language was not always varied enough to access the highest mark bands of the second marking grid. Too many students repeated one structure, eg *Man kann hier ...*, or relied on simple sentences beginning with **Es gibt** However, the more able showed an ability to vary their syntax and to use a wide range of interesting words and expressions such as **malerisch, eine Reise wert, kostspielig, empfehlen or auf ihre Kosten kommen.**

(b) Sie arbeiten in einem Touristenbüro in Ihrer Gegend.

Schreiben Sie den Text für eine Website über die Gegend, damit mehr deutsche Besucher kommen.

Sie **müssen** diese Punkte einschließen:

- was hier besonders sehenswert ist - die Museen Schluss
- warum die Gegend eine interessante Geschichte hat - Es ist bekannt für Die kulinarisch Spezialität in...
- was interessant sein könnte für deutsche Besucher
- warum die Sprache kein Problem ist. - mutter sprache

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

In meiner Gegend, gibt es viele verschiedene Aktivitäten für alles - zum Beispiel, die Schloss, die mehr als fünfhundert Jahre alt ist, ist besonders sehenswert, weil es echt interessant und lehrreich ist und es gibt eine Cafe mit leckerem Kuchen dort. Man muss auch unsere Museen besuchen, weil es immer eine ausgezeichnete Tagausflug ist, ~~das~~ besonders wenn man geht ~~es~~ mit seinen Freunden dort ~~es~~ geht.

Die Gegend hat eine total interessante Geschichte, weil es sehr alt ist. Es wäre über als achthundert Jahre ~~lang~~ ^{bauen}, und deshalb gibt es viele alten Gebäuden. Meine Gegend ist bekannt für die deutsche Restaurant hier, weil die Restaurant seit fünfhundert Jahren Gäste bedient. Die kulinarisch

Spezialität ist Schnitzel mit salzig Kartoffeln.

Das ist sehr köstlich!

Meiner Meinung nach könnte meine Gegend interessant für deutsche Besucher sein, da es so viel ^{hier} zu tun gibt. Wir haben nicht nur viele deutsche Restaurants, sondern auch ein Hotel wo alles die Leute Deutsch sprechen, und ~~es~~ ^{manche} neue Ferienwohnungen haben vor kurzem geöffnet. ~~es gibt~~

Die Sprache ist kein Problem, weil mehrere Leute ~~haben~~ sehr gut Deutschkenntnisse haben (denn alle Kinder lernen Deutsch in die Schule).

Wenn deutsche Besucher hier kommen, werden ~~ich~~ ^{wir} mit ~~ihnen~~ ^{ihren} in ihrer Muttersprache kommunizieren. Außerdem, kann man mit einer Übersetzer sprechen, weil ~~es~~ ^{es} drei Übersetzer im Touristenbüro arbeiten, und Sie werden die deutsche Besucher helfen.

* Ich denke, dass es die älteste in England ist!



This candidate has produced a relatively coherent account of the local area and develops each of the bullet points satisfactorily. The response is predominantly fluent although the sentence beginning *Es wäre über als achthundert Jahre bauen* is unclear. In addition some odd inflections, plurals and word endings make the reader falter. Nevertheless, quite a lot is communicated and some varied language structures are used.

This essay exemplifies a creative use of language to express individual thoughts. The style is predominantly appropriate and the development of ideas mostly effective. A mark of 12 was awarded for Communication and Content.

The candidate uses a variety of structures. There are some impressive uses of language with *da*, *seit* and *sondern*. In addition, the time frames are clear and there are good linking words. This essay was awarded 9 for Linguistic Knowledge and Accuracy.



Whilst it is not obligatory to write in paragraphs, the paragraph structure as seen here can help candidates to keep track of what detail they are including and of the overall word count.

(b) Sie arbeiten in einem Touristenbüro in Ihrer Gegend.

Schreiben Sie den Text für eine Website über die Gegend, damit mehr deutsche Besucher kommen.

Sie **müssen** diese Punkte einschließen:

- was hier besonders sehenswert ist
- warum die Gegend eine interessante Geschichte hat
- was interessant sein könnte für deutsche Besucher
- warum die Sprache kein Problem ist.

Rechtfertigen Sie Ihre Ideen und Meinungen.

Schreiben Sie ungefähr 130–150 Wörter **auf Deutsch**.

(28)

~~Die~~ meine Gegend ist sehr interessant und es gibt für ~~sehr~~ junge Leute. wir haben sehr nette Leute. wir haben viele Restaurants und die Essen ist sehr lecker. Es gibt ein Großkonzert im Mai und ein Festival im zwei Monat. Es gibt viele Berge und ein ziemlich große See. wir haben viele Natur und Tiere.

In meine Gegend ~~es gibt~~ gibt es viele für deutsche. Es gibt Wassersport auf dem See, man kann Volleyball auf dem Strand spielen. man kann ~~bei~~ in den Bergen wandern aber es ist ziemlich stressig. man kann den monumente besuchen weil sie interessant sind.

Die Gegend hat viele Geschichte, weil viele nation
~~for~~ England besucht. ES gibt Roman Stadt
und Deutsch Haus. wir haben viele
monuments, ES gibt Stone Henge. Die ~~das~~
~~find~~ ~~to~~ ~~be~~ ~~can~~ ~~speak~~ viele ^{sprache} ~~tags~~. wir
haben ein fantastisch Fußballmannschaft und
die Mannschaft ist ein hundert alt nächstes Jahr.
Ich finde das sehr wichtig für die Gegend.

Die Leute ~~sprechen~~ spreche viele
Fremdsprache. In der schule wir ~~lernen~~
Deutsch und Französisch. ^{auch} Die Deutsche Leute
sprechen sehr gut Englisch.



Although this candidate touches on all four bullet points, the quality of communication lacks fluency and in the case of a description of the historical importance of the area is only partially successful. Nevertheless, some ideas are developed and linked together with reasonable success. The language tends to be simplistic throughout and is characterised more by what is missing than what is in evidence.

There is some detailed information about the facilities and sights in the area with some attempt to interest the reader. However, communication is limited by repetitive structures and by a predominance of simple sentences. This response just managed to reach the second to bottom box for Communication and Content and a mark of 6 was awarded.

Coordination of ideas rather than subordination characterises this script. Verbs are limited and there is an over-reliance on *es gibt* and *man kann*. However, although language is simple and vocabulary largely predictable, there is some sense of past, present and future time frames. A mark of 3 was awarded for Linguistic Knowledge and Accuracy.



This is a good example of a candidate whose writing only just meets the requirements at this level.

Question 3

The four sentences of the translation into German are graded from easiest to hardest and cover a range of grammatical structures. This year, students had to show an ability to produce a range of tenses, an infinitive clause and several subordinate clauses. The overall performance of students was good, with many achieving full marks, despite minor errors. The most common problems of vocabulary were with a confusion of **Lehrer** and **Lehre** and with **streng** and **Austausch**. A few students had difficulty with word order in the second sentence when they tried to place the past participle **gefahren** at the very end of the sentence rather than at the end of the clause.

A global mark scheme out of 12 is applied to the translation.

3 Übersetze ins Deutsche.

I find my teachers fantastic although they are quite strict. Last year I went to school in Hamburg to improve my German. I thought that the German teachers were friendlier. When I am older I will send my children to Germany on an exchange.

Ich finde meine Lehrer fantastisch, aber sie sind ziemlich streng. Letztes Jahr, bin ich zu Schule nach Hamburg gefahren, um mein Deutsch zu verbessern. Ich dachte, dass die Deutsche Lehrer freundlicher waren. Wenn ich älter werde, werde ich meine Kinder auf ein Austausch in ~~Deutsch~~ Deutschland senden.



The student manages to convey in German all the information contained in the English paragraph. There are some minor errors of inflection which do not prevent meaning being conveyed. The replacement of the subordinate clause using **obwohl** with a main clause after **aber** conveys the gist of the sentence but not the true meaning.

The meaning of the passage is fully communicated and language is consistently accurate. A mark of 11 in the top box was awarded for this response.



Many students benefit from checking their work using a series of rules, eg word order, spelling, verb agreement. Sometimes, it is useful to write out a working version of the answer first before producing a neat copy. The first version can then be crossed out.

3 Übersetze ins Deutsche.

I find my teachers fantastic although they are quite strict. Last year I went to school in Hamburg to improve my German. I thought that the German teachers were friendlier. When I am older I will send my children to Germany on an exchange.

Ich finde meine Lehrer und Lehrerinnen sehr
fantastisch, obwohl sie sind sehr streng. Letztes
Jahr habe ich Schule in Hamburg gegangen,
und
meine Deutsch ^{verbessern} ~~improvement~~. Ich denke dass die
Deutsche Lehrer und Lehrerinnen sind freundlicher.
Wenn ich älter kommen werde ich meine
Kind zu Deutschland auf einen Schulabschluss
gehen.



The candidate manages only some parts of the translation passage successfully. The idea of *quite strict* is not wholly accurate, the *um/zu* clause is not successful and the final sentence is confused by the use of *Kind* rather than *Kinder*, *Schulabschluss* rather than *Austausch* and *gehen* rather than *schicken*. In addition, *Wenn ich alter bekommen* does not make sense. Linguistically, some elements of the German are correct. However, *gegangen* has the wrong auxiliary verb and *obwohl* and *dass* are used without being followed by the verb at the end of the clause, although these errors do not necessarily prevent meaning being conveyed.

The meaning of the passage is mostly communicated with occasional words incorrectly communicated. This places the response in the 7-9 box. However, the mark of 7 at the bottom of this box is appropriate here because the quality of the German sometimes almost hinders effective communication.



Candidates are encouraged to attempt all sentences in the translation passage. Since minor errors do not rule out a high mark, they may pick up marks by managing to convey some elements of the passage.

Paper Summary

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

- Read the requirements of each task carefully. The bullet points are prescriptive.
- In each of the two essay questions, ensure that you have shown evidence of past, present and future. When using the perfect tense, make sure that you have used the correct auxiliary verb and a past participle. It is not always necessary to use the grammatical future tense with **werden**: sometimes a present tense with a future indicator is more appropriate. The future can also be indicated with more sophisticated constructions such as **Ich hoffe, ..., Ich habe vor, ... or Ich habe beschlossen, ...** .
- Vary your sentences to suit the task. Avoid starting each sentence in the same way.
- There is no substitute for learning vocabulary accurately. Learn more interesting adjectives other than the predictable **langweilig, schlecht or fantastisch**.
- Aim to produce the best German you can. Think about what you have learned and don't try to write things which you have never tried before. Avoid English words: they can often spoil an otherwise good section of writing.
- In preparation for Q2, you should learn different ways of using language to convince or persuade. For example sometimes an imperative can be an extremely effective way of making the reader sit up and listen.
- In Q3, translate each sentence individually, keeping each clause separate. Make sure you have included all the ideas in English in your German version.
- When you have finished writing, check your work carefully. Word order is most important. Check that the main verb comes second in each sentence and that in a subordinate clause the verb is at the end. Make sure that verbs agree with the subject.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

