

Examiners' Report

June 2019

GCSE German 1GN0 4F

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Introduction

The foundation level writing paper requires candidates to answer four questions in German on a range of topics from the specification. The four tasks set have an incline of demand from writing straightforward sentences based on a picture, writing a short formal email with bullet points in German as a stimulus, and writing an informal email or letter to a friend based on bullet points in German as a stimulus to translation of five English sentences into German. The total for the paper is 60.

Generally, candidates had been entered for the correct level. There was a wide range of ability in the paper, with most being able to attempt all questions. Throughout the paper when a topic was familiar, candidates managed to expand on the information sometimes with interesting extra detail.

This year it was clear that centres had prepared candidates well for the requirements of the paper which allows access to grade 5. Topics were familiar to candidates who were often able to write extended answers to the more demanding tasks at Question 3, though not always with consistent accuracy. It is vital that candidates understand the requirements of each question, in particular the need to include a range of tenses at the relevant stage in the paper. Whilst Question 1 can be written entirely using the present tense, Question 2 required present and future intent and Question 3 must show evidence of the three main time frames.

Question 1

Question 1 required candidates to write about 20 to 30 words in German based on a picture. There are two main things to bear in mind: candidates must describe the picture, and then give an opinion about the topic mentioned. The topic of mobile phone use was clearly a popular one which allowed candidates to draw on learned language and occasionally to use quite sophisticated language at this level. Sometimes candidates were able to write in excess of the suggested word limit. Whilst this is a credit to their knowledge, there is no merit in doing so. Writing three or four short sentences which cover the two requirements of the task is sufficient.

In response to this question, many foundation level candidates were able to use a *weil* clause, occasionally with a complex verb form. The predominant opinions given about mobile phones were that they were entertaining (*unterhaltsam*) or that they were useful for contacting family and friends. Candidates who omit an opinion cannot access more than 4 marks for Communication and Content, but may still access the top band for Linguistic Knowledge and Accuracy.

Handys



(Source: © LeoPatriz/Getty Images)

- 1 Du bist bei Freunden in Deutschland. Du postest dieses Foto online für deine Familie.
Beschreibe das Foto **und** schreibe deine Meinung über Handys.
Schreibe ungefähr 20-30 Wörter **auf Deutsch**.

Auf dem foto gibt es sechs personen.
das ist sonnig. Das ist lustig.

~~Auf dem foto gibt es sechs personen,
das ist sonnig. Das ist lustig.~~

Auf dem foto gibt es, Das ist ein
sechs personen und das ist sonnig
und Das ist lustig.



This candidate has managed to give some basic information with a little bit of extra detail. The reader understands that there are six people in the picture, what the weather is like and the fact that this is a funny situation. However, there is no opinion about mobile phones. The mark for Communication and Content is therefore placed at the bottom end of the middle band.

There are three simple sentences, the first of which is incomplete. The second sentence links two ideas with *und*, but otherwise the writing is straightforward. The mark for Linguistic Knowledge and Accuracy is also at the lower end of the middle band.



Candidates should learn how to use *es gibt* correctly since this is a useful sentence stem at this level. The use of the wrong form *der ist* often prevented the meaning being conveyed.

Im Foto gibt es sechs Personen auf dem Handy. ~~Die Personen~~
Sie sind junge. Ich liebe meine handy weil es ist intelligent
und wichtig.



This candidate has fulfilled the requirements of the task in 22 words. The three sentences are relevant and some extra detail is given. The vocabulary used is familiar and nothing is repeated. Therefore, the mark for Communication and Content is 6.

Sentences are simple and one sentence has evidence of linking with *weil*. There is also evidence of inversion at the beginning of the response. Syntax and spelling are generally accurate and the lack of subordinate word order in the *weil* clause does not hinder the clarity of communication. Indeed, it could be argued that in an informal posting such as this, the current German usage tends towards keeping the verb in the normal position in the *weil* clause. This category also scores full marks.



While many candidates use the skills they have learned in the picture-based task in the speaking examination to help answer this question, it is worth noting that this task implies that candidates have taken this picture themselves and know the people in the photograph. Very few candidates manage to convey this idea.

Question 2

The short formal letter of making a reservation at a hotel gave the majority of candidates an opportunity to use straightforward, familiar language. As in Q01, it is not necessary to write more than the suggested 40 to 50 words, although the whole answer is marked irrespective of length. The most successful responses consisted of four clear sentences stating the information indicated in the bullet points.

In this question, candidates must show evidence of the present tense and of future intent, though not necessarily the grammatical future with *werden*. Examiners noted that even less successful responses managed to include an idea about the family's plans for the holiday in Austria along the lines of *Wir werden in den Bergen wandern* or *Wir gehen in Wien einkaufen*. However, although many managed to state clearly what rooms were required, the information about when the family was coming to Austria was often omitted. Reasons for coming to the hotel allowed more able candidates to show off more adventurous language. Some were impressed by the good food on a previous visit, liked the proximity to the mountains or shops or simply had found a recommendation online.

Candidates are advised to answer the bullet points in the order in which they are given. They may use language from the stimulus question to help them structure their answers. For example *Sie möchten Hotelzimmer reservieren* in the question could easily have been adapted to *Wir möchten zwei Hotelzimmer (reservieren)* in the answer.

2 Sie fahren mit Ihrer Familie nach Österreich in Urlaub. Sie müssen die Hotelzimmer reservieren.

Schreiben Sie einen formellen Brief an das Hotel mit diesen Informationen:

- wann Ihre Familie nach Österreich kommt
- was Sie für die Familie reservieren wollen
- warum Sie in diesem Hotel wohnen wollen
- was Sie in Österreich machen werden.

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

An den Hotelmanager,

Ich würde eine reservieren machen für mich
und ~~meine~~ zwei ^{Freunde} ~~Freunde~~. Wir ~~wurde~~ ~~es~~ werde an
Dezember kommen, weil ~~es~~ ^{werde} es schneien.
Wir will Skifahren in die Alps wales
macht macht Spaß und ~~es~~ es sehr spannend
Wir musst ^{drei} ~~ein~~ groß Raum reservieren
weil ich habe zwei Freunden. In die Morgen,
Wir werden Wir Frühstück essen, in ^{das} Hotel
weil es lecker ist, und es ist einfach.
Wir will in diesen Hotel fahren weil
es ist sehr Groß und ⁱⁿ ~~es~~ die
Stadtmitte
Danke

Mit freundlichen Grüßen



This candidate has addressed all four bullet points, albeit in a different order. The information given is relevant and appropriate to the task. The response is mostly successful, but there is a slight lack of clarity caused by the misuse of verb forms. Nevertheless the mark for Communication and Content can be placed at the lower end of the top band.

The candidate uses straightforward grammatical structures and shows an awareness of basic syntax. There is even evidence of subordination with *weil*. The future tense is used correctly in the second half of the response although the verbs in the first few sentences are confusing. Again this response can be placed at the lower end of the top band for Linguistic Knowledge and Accuracy.



Verb forms hold a piece of writing together. Candidates should be aware of sentence stems such as *Ich möchte*, *Ich werde/Wir werden* or *Es gibt*. When known well these can often help the candidate to structure a successful response in this task.

When sections of the response are ambiguous, the mark for Communication and Content is unlikely to score in the top band.

An den Hotelmanager,

Hallo, Kann ich mache eine Reservierung in dieses hotel für Nachstes woche für zehn tag? Gibt es sechs personen und drei kinder. Wir komme aus ~~Deutsch~~ Österreich an die zwolf Septembere. Wir komme aus dieses hoteldenn weil es hat \$ sehr gut noten auf de internet. (an die Reservierung website) ~~Also~~ Gibt es eine schwimmbad in die Hotel für die kinder?



This candidate has given relevant information about when the family will visit Austria and the number of rooms required is implied from the number of people, although the exact detail is not clear. The reader can almost understand that the hotel has a good internet rating. However, the candidate has not stated what the family will be doing in Austria, but rather has asked questions about the hotel facilities which does not fulfil the requirement of the fourth bullet point. For that reason, the response is placed in the second top band for Communication and Content and at the lower end of that band because of the lack of clarity in the presentation of the other details.

The response demonstrates a range of straightforward grammatical structures. Despite the attempted *weil* clause, overall the response contains several inaccuracies such as *gibt es* rather than *es gibt* and *Wir komme aus* rather than *Wir kommen nach*. These errors occasionally hinder clarity of meaning. Therefore, this response must be placed at the top of the 3-4 band for Linguistic Knowledge and Accuracy.



It is important to read the bullet points carefully to establish exactly what is required. Just because the topic is familiar does not mean that a pre-learned response will be appropriate. Some candidates, seeing a question about a hotel, wrote a short response in the past tense about a holiday last year. Sadly, these did not score highly despite often being accurate.

Question 3 (a)

The topic of *Schulstress* in Q03(a) was popular with candidates, who cited causes of stress including exams, strict teachers and too much homework. Even the least able candidates were often able to complain that there were *zu viele Hausaufgaben*. At foundation level, candidates often managed to indicate with some success what they had done in school last week, but the concepts required by the third and fourth bullet points proved more of a challenge. However, there were some good answers to this question in which candidates were able to use their learned vocabulary and structures to good effect.

Some candidates, seeing the topic of school, wrote a prepared essay about the school day or school uniform which often was largely irrelevant. As always, the advice to read the question carefully is wise. Two or three sentences about each bullet point can enable candidates to reach the suggested word count of between 80 and 90 words.

Candidates who scored well in this question showed an ability to manipulate tenses well and with some degree of accuracy. In addition, they were able to express an opinion, usually about their favourite or least favourite teachers. Others were able to write more confidently by using learned phrases such as *meiner Meinung nach*, *ich muss zugeben* or the useful opener *In deinem letzten Brief hast du mich über ... gefragt*.

Language used at foundation level tended to be more simple than on the higher level paper for the same question. However, a good solid piece of writing in which the verb forms are secure and there is evidence of the occasional complex structure normally with *weil* or *obwohl* was enough to secure a good mark. The response does not need to be over-complicated. It is more important for candidates to stick to what they know.

Attempting all bullet points is important. However, it is better to write a response which uses learned language and to think carefully about each section of the answer.

3 (a) Deine Freundin Lena möchte wissen, wie stressig dein Schulleben ist.

Schreibe eine E-Mail an Lena.

Du **musst** diese Punkte einschließen:

- warum du Schulstress hast *why are you stressed*
- was du letzte Woche in der Schule gemacht hast *last week school make*
- ob die Lehrer helfen oder nicht *teachers help?*
- wie dein Schulleben nicht so stressig sein könnte. *how do you not get stressed*

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

(20)

Ich bin sehr stressig im schule wiec meine exams. Meine mutter und vater ~~wollen~~ ~~sehr~~ mich sehr gut gewollt, aber ich bin nicht gut mit meine Englisch. letzte woche, ich habe meine mocks ~~gehabt~~ ^{sein} und das war sehr stressig für mich. Meine lehrer ist zehr helfen, meine Lieblings lehrer ist meine mathe lehr. In der zukunft ich werde mag zu eine mathe lehr bekommen für meine beruf. Wenn ich bin stressig, Ich thinke ~~of~~ of alle der gut things. Dieses ist schokolade oder der son, oder eine schwimmbad im der son! Jahr ~~er~~ oder Ich bin am der strand sein. Das ist was helfen mich.



This candidate has attempted to respond to all four bullet points. There is some sense of the cause of stress despite the use of the English words *exams* and *mocks*. Similarly, the other points need some deciphering to work out the meaning. At no stage in this response is there a sense that the candidate is at ease with the language. The level of communication is limited because of the awkward syntax and the use of English. The candidate gives some simple opinion, especially about teachers. However, the mark for Communication and Content cannot be placed higher than at the top of the 1-3 band.

Some basic structures in the present tense are successful. However, when the candidate attempts the past or future, the verb forms become muddled and unclear. Attempts at subordination are in evidence but are also unsuccessful. The mark for Linguistic Knowledge and Accuracy is therefore at the top of the 1-2 band.



To score a higher mark it is necessary to show some security with verb forms, syntax and tenses. Candidates should ensure that they are able to produce examples of past, present and future.

In the following example, the candidate omits one bullet point which has an effect on the mark for Communication and Content.

Ich habe stress, weil ich die Prüfung sehr schwierig finde. In der Zukunft ich möchte ein Arzt so ich will gutes Noten. Letztes Woche habe ich Fußball mit meine Freunde gespielt. Ich bin sehr ~~proaktiv~~ aktiv. Letztes Woche habe ich ein Mathe Prüfung, es ~~wird~~ sehr logicalisch war. Meine Lehrer sind sehr hilfsbereich, weil sie immer zeit für mich haben. Meine Lehrerinnen will gutes Noten. Letztes Jahr habe ich keine stress aber früher ich viel stress habe. Meine Meinung nach ist Schulleben ist sehr stressig.



The candidate states clearly the reason for school stress, what happened at school last week and how teachers help. However, there is no mention of how school could be less stressful. This means that the response cannot access the top band for Communication and Content. Nevertheless, three key points are developed, there is evidence of some effective language to give personal opinions and the ideas are well linked. In fact, some sections of this response have a confident feel. For that reason, the mark for Communication and Content is in the middle of the 7-9 band.

This candidate has a secure sense of syntax and verb form. All three tenses are in evidence with a good degree of accuracy and the two complex *weil* clauses are impressive at this level. However, the mark for Linguistic Knowledge and Accuracy balances what is attempted with the overall accuracy. There are some errors which slightly hinder clarity of communication. For example, the reader falters over *Ich möchte ein Arzt*, *logicalisch* and *hilfsbereich*, *aber früher ich viel Stress habe* and the repetition of *ist* in the final sentence. Therefore, the mark for Linguistic Knowledge and Accuracy is placed at the top of the 5-6 band.



Although not necessary at this level, a sentence with *wenn* and the conditional could have provided a good answer to the final bullet point. However, the point could also have been addressed with something like *Wir brauchen mehr Pausen im Schultag*.

Question 3 (b)

Q03(b) was slightly more popular than Q03(a), and when candidates realised that this was a question about foreign language learning rather than holidays abroad there were some good responses. Most managed to convey some idea about languages learned at school and even to give an opinion about why languages were important. However, some candidates did not succeed in describing which countries they had visited using a past tense correctly. There was often confusion between countries and languages, in particular *Frankreich* and *Französisch*. The final bullet point challenged all but the best, but common reasons given for using languages in the future were that candidates would like to work abroad or that they would enjoy communicating with colleagues in the world market.

Less able candidates were often restricted in their responses by the verbs used: most often they used only *ist, was, gibt, gab* and *lieben*. However, some were able to manipulate successfully *lernen, besuchen, fahren, arbeiten* or even *hoffen*. Complex structures were usually limited to a *weil* clause, although some more adventurous candidates attempted a clause with *um/zu*.

The crossover questions Q03(a) and Q03(b) are marked with exactly the same mark scheme as the identical questions on the higher paper. At foundation level there were some confident responses, as this example shows.

(b) Dein Schweizer Freund Bernd lernt gern Englisch und Italienisch.

Schreibe eine E-Mail an Bernd.

Du **musst** diese Punkte einschließen:

- Fremdsprachen in deiner Schule ✓
- welche Länder du schon besucht hast ✓
- warum Fremdsprachen wichtig sind ✓
- wie Fremdsprachen dir in Zukunft helfen werden. ✓

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

(20)

Hallo Bernd,

Ich lerne Spanisch und Deutsch in meiner Schule, weil es sehr wichtig und einzigartig für mich ist. Ich kann drei Fremdsprachen in meiner Schule lernen, aber ich finde Fremdsprachen ziemlich schwierig und fleißig. Letzte Woche sind wir mit meiner Familie Dortmund gefahren, weil mein ~~großvater~~ ^{Vater} Eltern wohnt. Ich besuche jedes Jahr Köln und Berlin, weil sie sehr interessant ist. In Zukunft werde ich Englisch lernen, weil es meine Lieblingsfremdsprache ist. Man sollte mehr öffentliche Fremdsprachen, besonders Englisch, weil ich jeden Tag Englisch benutze. Meine Schwester mag nicht Fremdsprachen, denn sie findet langweilig und furchtbar. ~~z.B.~~



The candidate communicates clearly in relation to the first two bullet points and develops these well. The reason why languages are important is just about comprehensible, although the use of *mehr öfterlicher* confuses the issue. The concept of how languages will help in the future is not clear. However, overall there is a sense that this candidate can adapt language effectively and there are examples of individual thoughts and ideas. The language is mostly familiar and some subordination is attempted. The response scores at the top of the 7-9 band for Communication and Content.

There is evidence of different examples of straightforward language including modal verbs, the three main tenses, some good adverbial phrases and subordination with *weil*. These subordinate clauses are not always wholly successful. However, the language used is frequently accurate. For Linguistic Knowledge and Accuracy this response scores at the bottom of the 5-6 band.



Candidates should aim to balance between developing each bullet point and answering it directly. However, a longer response to one bullet point can compensate for a shorter response to another.

Candidates who are less confident in adapting German can score a good mark if they use familiar language.

Im Schule, sprachen ich Englisch und
Italienisch weil ich mag ^{zu} dem zwei
sprachen. ~~Was~~ Letzte monat, ~~besuche~~ ich
~~besuche~~ ^{bin} ^{nach} Spanien gefahrt; dass war
sehr sonnig und nie kalt! wir gab zu
lecker Restaurants ~~und~~ und habe ich
viele ~~Bilder~~ große Bildung fahren. Nachtes
Jahr, möchte ich zu Frankreich besuchen
weil ich möchte zu Eiffel Tower sehen.
Ich glaube dass lernen viele Fremdsprachen
ist sehr wichtig weil du kann sprachen
zu viele Personen welche ist sehr spaß!
~~in der~~ ~~Zukunft~~, lernen alle die Fremdsprachen
~~was~~ werden im der Zukunft helfen weil ich
werde ^{eine} Beruf im Italien und England
durften.



This response includes some details about each bullet point, albeit with some ambiguity. The reader understands that English and Italian are on offer at school but the presumed past tense *sprachen* confuses; the second bullet point is addressed and developed fully; the third point is comprehensible despite errors; the fourth bullet point is not wholly clear because of the incorrect use of the modal *durften* at the end. However, overall the candidate attempts to give personal opinion and expresses individual thoughts and ideas with different examples of common language. The mark for Communication and Content is placed in the middle of the 4-6 band.

There is evidence of all three time frames. Whilst the present and future are reasonably secure, the perfect tense is only partially successful. In addition this candidate has attempted to use complex sentences by adding subordinate clauses with *weil* and *dass*. There are some accurate sections but also some errors and ambiguity which prevent meaning being conveyed. Therefore, the mark for Linguistic Knowledge and Accuracy is placed at the top of the 3-4 band.



Candidates should aim to show off what they know and can produce confidently in writing. Sentence stems such as *Ich glaube, dass..* and *meiner Meinung nach...* can set them on the right track.

Question 4

The five English sentences in Q04 are graded in ascending order of demand. They begin with a straightforward short sentence and progress to a more complex sentence, in this year's case with a subordinate clause and a challenging past tense. The mark scheme allows for minor errors as long as they do not hinder the clarity of the translation. Thus verb agreements will not necessarily cause a problem, whereas the wrong tense or faulty syntax may. The first three sentences are marked out of 2 and the more demanding fourth and fifth sentences out of 3.

In this question, foundation level candidates were often unable to translate *practise* and *regularly*, although many used imaginative ways to solve the problem. For example, they might have written *wir spielen oft zusammen* which was a good, partially successful attempt at this. Similarly in (e), the translation of *I enjoyed* was overcome by writing *Das Konzert war gut*, and the subordinate clause with *although* could be reworded using *aber*. In (d) the past tense of *sehen* was often known although it was often given without an auxiliary verb.

Nevertheless, many candidates managed to score a few marks on this question even if they had found the previous questions too challenging to attempt.

This is a good example of a partially successful answer to this question.

4 Übersetze ins Deutsche.

(a) I play the guitar.

(2)

Ich spiele Gitarre

(b) My friends and I have a band.

(2)

Meine Freunden und ich habe eine

(c) We write music together and practise regularly.

(2)

Wir schreiben musice und praktisch

(d) Last month we saw our favourite group in the park.

(3)

Letztes Monate ~~zur~~ in der Park wir haben ein
Lieblingsgruppe gesehen.

(e) I enjoyed the concert although the music was quite loud.

(3)

Ich Obwohl die
Musik war ziemlich laut.



The candidate scores 2 marks for (a) and unusually manages to spell *Gitarre* correctly.

In (b) the omission of *Band* means that only 1 mark can be awarded. Many candidates used *Gruppe* here which was also acceptable.

Only the first half of (c) has been attempted. The inclusion of a correct verb means that the candidate can gain 1 mark although very little else in the sentence is conveyed.

Part (d) was a successful translation of this sentence. The candidate has managed the perfect tense correctly and the whole sense of the sentence is conveyed. The use of *eine* rather than *unsere* does not detract enough from the overall sense to merit giving fewer than 3 marks.

Although the first part of (e) is omitted, the candidate has made a good effort at the subordinate clause and although the syntax is not correct, the sense is conveyed and 2 marks can be awarded in line with the mark scheme.



It is worthwhile attempting all sentences even if not all words are known.

This candidate has also attempted all parts of the question, but with less success.

(a) I play the guitar.

(2)

Ich spiele die

(b) My friends and I have a band.

(2)

Meine freunde und mich haben eine

(c) We write music together and practise regularly.

(2)

Wir schreiben musik zusammen und
oft

(d) Last month we saw our favourite group in the park.

(3)

Letzten monat wir Lieblings im
das park gesieht

(e) I enjoyed the concert although the music was quite loud.

(3)

Ich die konzert gemagt ~~to~~ aber die
musik ~~war~~ ^{war} ziemlich laut. ~~getagt~~



Parts (a) and (b) are partial translations with the nouns omitted and gain 1 mark each.

Part (c) is almost successful but the omission of the verb in the second half means that only 1 mark can be awarded.

Part (d) conveys almost all the information without *our* and *group*; in addition the past participle is wrong. On balance, however, this attempt scored 2 marks.

In part (e) the candidate has attempted a full translation but is only partially successful as far as the accuracy is concerned. The answer gains 2 marks.



In preparation for the translation exercise, candidates should learn common adverbs. In this year's paper, *regularly* and *quite* were not always known.

Paper Summary

In conclusion, candidates taking this paper should:

- ensure that they know what the requirements of each task are
- ensure that they have a good working knowledge of the three main tenses (present, past and future)
- develop as wide a range of vocabulary as possible covering all topic areas in the specification
- build up a bank of useful adverbial phrases that can be used in any topic area and which help to link the ideas in writing
- learn as many complex structures as they can to enable them to access the higher mark bands for Linguistic Knowledge and Accuracy in Q03
- read the stimulus tasks carefully to ensure that they are answering the question which has been set
- practise translating short sentences regularly, always checking that the verb agrees with the subject of the sentence
- attempt all the translation sentences in Q04.

Grade Boundaries

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