

Examiners' Report

June 2019

GCSE German 1GN0 4H

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 1GN0_4H_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

The higher level writing paper requires candidates to answer three questions in German on a range of topics from the specification. The three tasks set have an incline of demand, from writing an informal email or letter to a friend based on bullet points in German as a stimulus, to writing a formal letter or article based on bullet points in German, to a translation from English into German of four sentences. 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.

Writing within the suggested word count for the two essay questions is sufficient to access the whole mark range, although examiners mark the whole essay, irrespective of length. However, many candidates wrote in excess of this and occasionally penalised themselves by exceeding what they could realistically do, with grammatical inaccuracies and lack of clarity in expression creeping in. This was particularly noticeable in Question 1. It would be more sensible to write a modest answer here and to spend more time crafting the response to Question 2 which required evidence of using greater complexity in the language.

There were, however, many examples of successful answers to both these questions, where candidates addressed the bullet points succinctly and with some development, showing a good grasp of tenses and structures such as subordinate clauses, modal verbs, infinitive clauses and complex syntax.

Question 1 (a)

This essay was popular with many candidates, who cited causes of stress including exams, teachers and homework. In terms of the second bullet point, sometimes this was linked to general things the candidate had done such as playing football and in a good number of cases a school trip or exchange the candidate had been on. A number of candidates found it difficult to answer the third bullet point clearly and *helfen* was regularly used incorrectly in sentences such as *Die Lehrer sind nicht helfen*. Ideas for the final bullet point often linked back to the first bullet point and the usual solution was fewer exams or less homework or the summer holidays.

Schule and *Schüler* were often muddled. *Lehrer* (like *Freund*) had many varieties and it was often unclear whether the candidate wanted to imply singular or plural.

Although there were many excellent responses, not all higher level candidates produce outstanding responses to this question. This candidate has struggled to convey all the points and to remain accurate.

1 (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
- was du letzte Woche in der Schule gemacht hast
- ob die Lehrer helfen oder nicht
- wie dein Schulleben nicht so stressig sein könnte.

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

(20)

Hallo Lena! Meine Woche ist sehr stressig. Letzten
Woche für Schule wir haben Mathe und Musik
gelernt. Es war meingalt. Für Mathe wir haben
Geld gelernt. Das war schweirig. Übung mach der
Meister! Für Musik Ich habe Schlagzeug gelernt,
aber die Me. Stunden in meinen Klassenzimmer
haben Gitarre gelernt. Meine Lehrer ist sehr

Es geht toll, sie helfen mich immer, und ist
schrecklich fantastisch in Schlagzeug um spielen die
Schläger. Sie machen meine Schule Woche
recht stressig. In der Zukunft, ich möchte mehr
gut Lehrer. ~~Math~~ Obwohl Mathe es sehr stressig,
Musik ist gut zur entspannen.



ResultsPlus
Examiner Comments

The first bullet point is not really addressed although it could be argued that this candidate does not suffer from school stress. However, this means that details about the first and fourth bullet points are missing. The second bullet point is well-developed but the writing is slightly repetitive and begins to ramble rather than remain focused. The candidate also manages to suggest that the teachers are helpful. However, whilst there are attempts to use language to express individual thoughts and ideas, these are not always successful. This essay gains a mark in the middle of the 4-6 band for Communication and Content.

Structures are mainly accurate in simple sentences. When more complex language is attempted, the accuracy falters. Thus, there is a lack of clarity in some sections for example with *um spielen die Schlagzeug* and *obwohl Mathe is sehr stressig*. Inversion is not in evidence and some verbs do not agree with the subject. This scores a mark at the top of the 3-4 band for Linguistic Knowledge and Accuracy.



ResultsPlus
Examiner Tip

Candidates should aim to avoid repetition in their writing by using a variety of verbs and verb forms, for example by including modals and infinitive clauses.

Many higher level candidates write well beyond the suggested word count. This example shows a candidate who has produced a response just about the suggested range and fulfils all the requirements of the task.

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

Schreibe eine E-Mail an Lena.

(99)

Du **musst** diese Punkte einschließen:

- (27) Present warum du Schulstress hast - why I have school stress
- (34) Past was du letzte Woche in der Schule gemacht hast - what I did last week at school
- (20) Present ob die Lehrer helfen oder nicht - whether my teachers are helpful
- (27) Present wie dein Schulleben nicht so stressig sein könnte. - How school life could be not so stressy free

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

(20)

Guten tag Lena,

Mein Schulleben ist äußerst Stressig, weil Ich zu viele ~~an~~ Prüfungen ~~haben~~ machen muss. Dieses Jahr, muss Ich zweiundzwanzig Prüfungen ~~in~~ in die Sportshalle ^{im} ~~an~~ ^{machen} mein Schule. Letzte Woche, habe ich sieben Prüfungen gemacht, deshalb es viel Druck auf mir gab. Ich glaube, dass sieben Prüfungen in eine Woche zu viele Druck und Stress ist, weil Man ~~hat~~ zu viele Studieren ~~hast~~. Obwohl, meine Lehrerin sehr ~~hüpfen~~ nett und sie helfen mich viel. Zum Beispiel, geben sie manchen Arbeit ^{um} ~~an~~ Prüfungen zu üben. Ich denke, dass mein Schulleben nicht so stressig sein könnte, wenn es nicht so viel Druck gab.



The candidate includes and develops details in response to all four bullet points. Vocabulary is mainly predictable but includes more unusual examples such as *deshalb, Prüfungen* und *Druck*. However, the reader hesitates when the word order hinders the fluency of the response and the clarity of the final ambitious sentence is hindered by the lack of a conditional tense at the end. Nevertheless, this essay scores a mark in the middle of the top band for Communication and Content.

Language is generally very accurate and the candidate displays a knowledge of a wide range of complex structures including a firm command of tenses, modal verbs with an infinitive used in a subordinate clause, subordination with *weil, obwohl* and *dass* and a secure command of syntax. Minor errors do not prevent meaning from being conveyed. This response scores full marks for Linguistic Knowledge and Accuracy.



It is not necessary to show the same range of structures in this question as in the more challenging tasks in Q02. However, candidates should always aim to show as wide a knowledge of structure as possible.

Question 1 (b)

In this more popular option of Question 1, candidates often wrote enthusiastically about learning German, French, Italian or Spanish and gave good reasons for the importance of learning languages. The most common ideas given for languages helping in the future were that candidates wanted to work abroad, embark on a career as a translator or interpreter or simply that they wanted to communicate well in the global market. However, whilst there were many responses which scored full marks at higher level, some candidates were unable to produce a clear past tense to explain which countries they had already visited; some wrote about the countries they wished to visit in the future instead, thus missing the intention of this bullet point.

The vocabulary used in this question often impressed with such examples as *Pflichtfach*, *Wahlfach*, *Kommunikationsfähigkeiten* and *Aufstiegsmöglichkeiten*. However, the verb *sprechen* in its various forms caused problems for many.

This essay is a good example of a candidate's work which is fluent though not wholly perfect.

(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)

Hi aller lieber Bernd.

Bei mir in der Schule gibt es viele ~~mog~~ möglichen Sprachen die lernen, weil meine Schule Deutsch, Spanisch und Französisch anbietet. Dazu sind die ~~of~~ Sprache Lehrer ~~Lehrerinnen~~ alle sehr freundlich und helfen alle gerne wenn man ein Problem hat.

~~Personlich bin ich nur~~. Leider sind die einzigen Sprachen die ich kenne nur Englisch und Deutsch aber ich habe viele Länder besucht: Holland, Österreich, France, ~~Deutschland~~ Deutschland und so gar die Schweiz aber das war als ich jünger war. Fremdsprachen sind sehr wichtig als mit Leute ~~von~~ aus ein anderen Land zu kommunizieren ist.

~~ein gutes Talent man haben kann~~ ~~und~~ muss
man machen sonst werde es risige ~~of~~ probleme
geben und als mensche werden wir überhaupt
nicht so vordgesetzt mit W issenschaft und
tehnolog Technologie wie wir sein Heute
zu tage sind. Für mir könnte es vielleicht
~~in~~ in die Z ukunft Jobs geben ~~weil ich~~
als U bersetzer weil ich ^{ist} gut ~~wissen~~
meine zwei Sprachen kenne I ch freue mich
sehr darauf ~~und~~ ~~weil~~ weil das viele gibt
möglichkeiten andere L ander zu besuchen
und Kultur zu lernen.

Grüße Leon



ResultsPlus
Examiner Comments

Despite spelling errors and some grammatical inaccuracies, this essay reads fluently and there is a sense that the candidate is at ease with the language. There is good use of connecting words such as *dazu*, *weil*, *wenn*, *sonst* and *leider* to help the reader to link the ideas. In addition the candidate has given a personal response to the question without resorting to pre-learned material. The use of *Ich freue mich sehr darauf* followed by an infinitive clause gives the response a strong ending. The answer gains full marks for both Communication and Content and for Linguistic Knowledge and Accuracy.

In assessing work for Communication and Content, examiners balance the amount communicated successfully with the quality of the communication.

Ich lerne Fremdsprachen in meiner Schule. Ich lerne
Fremdsprachen zweimal pro Woche. Ich liebe es
weil es interessant ist. Ich finde Fremdsprachen
lernen ~~prima und~~ ^{nicht langweilig} ~~schön~~. Fremdsprachen
in ~~et~~ meiner Schule ~~ist~~ macht Spaß.

Wann ich auf Urlaub ausland fahren, ich besuche
Fremdsprachen. ~~Letztes~~ Letzte Jahr, bin ich mit
meiner Familie nach ~~das~~ Deutschland gefahren. Es war
gut weil ich Fremdsprachen besucht.

Fremdsprachen ~~best~~ ~~sehr~~ Ich finde Fremdsprachen
wichtig weil es interessant ist. Sie
sind wichtig, obwohl es nicht einfach ist
Fremdsprachen werden helfen ~~aber~~ wenn du
gehst ins Ausland.

In die Zukunft, Fremdsprachen helfen
werden weil ich ^{gern} ~~in~~ Deutschland gehen.
Ich möchte in Deutschland für ein Jahr
für Beruf fahren. Fremdsprachen werden
helfen.



This candidate addresses all four bullet points and develops each one. However, the quality of the writing is not always effective since it tends to become repetitive and deteriorates a little as a new idea is added. There is some ambiguity because of the confusion of *besuchen* and *benutzen*. In addition the response lacks the linking words such as adverbial phrases which would help it to flow more naturally. This scores a mark in the middle of the 7-9 band for Communication and Content.

Although some complex structures are attempted with *weil*, *obwohl* and *wenn*, these examples are not accurate. However, references to the three time frames required in the answer are mostly successful and there is no more than occasional ambiguity. The response scores at the top of the 5-6 band for Linguistic Knowledge and Accuracy.



This candidate's response could have been improved with greater attention to varying the syntax of each sentence.

Question 2 (a)

Candidates had to read the rubric for the letter to the manager of a hotel carefully. Some candidates wrote a pre-learned essay about a past holiday or a letter of complaint without relating the second two bullet points to foreign visitors. Often some omitted to mention why they had stayed in this particular hotel. However, there were some interesting and imaginative responses. Reasons for staying in the hotel included its location, a previous experience or a positive review online. Candidates were often impressed by the quality of the rooms or the delicious food in the restaurant.

However, the second two bullet points which aim to stretch the more able candidates proved more of a stumbling block. When candidates understood what they had to write, they often mentioned lack of language skills amongst the staff, lack of translations of important documents and signs or more creatively the hotel's failure to cater for the dietary requirements of visitors from overseas. The final bullet point which required the language of persuasion and suggestion was least well answered, but some candidates managed to suggest at least that all staff should speak English.

This question required a higher level of language than Q01. In particular candidates must show a secure ability to deal with the three main timeframes and to include complex structures in their answers. Some struggled with the verbs *wohnen* and *gefallen*, whilst others managed to include more complex or idiomatic structures such as *weder/noch*, *sowohl/als auch*, *meines Erachtens* or *was mir am beindruckt hat, war ...* .

This candidate writes a full response and covers all the bullet points but is pushed to a linguistic ceiling towards the end of the response.

2 (a) Sie haben in einem Hotel in Deutschland gewohnt.

Schreiben Sie einen Bericht für die Managerin des Hotels, damit der Service für ausländische Gäste besser wird.

30
20
10
102
7

Sie **müssen** diese Punkte einschließen:

- warum Sie in diesem Hotel gewohnt haben - Why you stayed in this hotel
- was Ihnen gefallen hat - what has pleased you / is good
- welche Schwierigkeiten ausländische Gäste im Hotel haben - ~~was~~ which difficulties do foreigners in the hotel have
- wie das Hotel den Service für ausländische Gäste verbessern könnte.

Rechtfertigen Sie Ihre Ideen und Meinungen. ^{How the hotel can improve the service for foreigners}

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

(28)

Letztes Monat, habe ich ~~im~~ in diesem Hotel gewohnt. Ich habe Online gefunden und ~~es~~ ~~war~~ ~~sehr~~ ~~schön~~. ~~Es~~ ~~war~~ ~~sehr~~ ~~schön~~, sondern auch ~~es~~ haben viele Personen es war eine gute Erlebnis, genauso deswegen ich in diesem Hotel wohnen gemocht. Wenn ich meine Hotelzimmer gegangen habe, ~~war~~ ~~es~~ ~~sehr~~ ~~gut~~. Es war sehr groß, es gab ein ~~ein~~ Doppelbett und man könnte die Berge im Fenster ~~sehen~~. Jedoch, war es einige Nachteile, besonders für Ausländer. Da alles im Hotel in Deutsch ist, können die Ausländer nicht ~~es~~ ~~verstehen~~ oder nur ein ~~ein~~ ~~Bisschen~~ verstehen. Ein Beispiel ~~es~~ ~~ist~~ ~~das~~ ~~Restaurant~~. Wenn Ausländer im Restaurant essen,

Können Sie nicht nur was ~~ich~~ möchten Sie essen nicht verstehen, sondern auch verstehen wie viel es kostet nicht!
Ich denke dass, diesem Hotel viel zu verbessern den Service für ~~ausländische~~ Gäste könnte. Das Hotel ~~sollen~~ ^{sollen} mehr in Englisch haben, um die Erlebnis für Ausländer zu verbessern.



ResultsPlus
Examiner Comments

The candidate begins with relative ease and a certain degree of fluency in the letter to the manager of the hotel. A smooth transition is made to the third bullet point with the use of *jedoch*. However, in response to the fourth bullet point, the candidate struggles somewhat to make clear sense and the writing becomes muddled with the sentence *Ich denke dass, diesem Hotel viel zu verbessern den Service für ausländische Gäste könnte*. However, overall the candidate has addressed all four bullet points with reasonable development of each one. There is some variety in the vocabulary chosen with occasional examples of uncommon language such as *deswegen*, *Doppelbett*, *verstehen* and *Erlebnis*. This scores towards the bottom of the 9-12 band for Communication and Content.

The language used is varied throughout. There are some examples of modal verbs, a range of verb forms, subordination and infinitive clauses. With one or two exceptions the syntax is generally sound and there are some prolonged sequences of almost fluent writing with ideas mostly well linked. This scores a mark in the middle of the 7-9 band for Linguistic Knowledge and Accuracy.



ResultsPlus
Examiner Tip

In preparation for writing a formal answer to Q02, candidates should build up a bank of useful phrases and sentences which can be used to convince and persuade the reader.

It is important to realise that Q02 requires a more formal style of writing than in Q01. Some candidates restricted themselves to narrative accounts of a holiday or hotel visit rather than showing the ability to manipulate language at a higher level.

- meiner Meinung nach, habe ich in diese Hotel gewohnt, denn es sehr modern und schön. Die Preise ist nicht sehr teuer und die ~~essen~~ meiner Bruder ~~meint~~ findet die Essen sehr lecker wenn er ~~es~~ ^{reist} ~~reisen~~ letzte Monat.
- Ich liebe ~~die~~ meine Schlafzimmer, es war sehr ~~dem~~ groß und entspannend. mein Bett war ~~sehr~~ bequem und die Tisch war sehr ~~hier~~ klein und nett. Die Restaurant in der Hotel hat viele Essen. Auf dem letzte Abend, habe ich ~~das~~ Hähnchen mit dem ~~Pommes~~ ^{Pommes} und Kartoffelsalat gegessen. es war sehr gesund und lecker. ~~net~~ in der

Zukunft, hoffe ich gehen ^{diesem} ~~diesem~~ Hotel, weil
ich ^{die} ~~diesem~~ service und essen lieber.

° Obwohl den Service war sehr gut und
die Hotel keeper war freundlich, die Leute
waren ziemlich langsam, verbessern zu
kannst mehr ^{schnell} ~~schnell~~ sein. Auch, ~~die~~
~~es~~ manchmal ^{ist} schwierig ^{zu} kommunizieren
mit ~~dem~~ für die ausländische Gäste,
~~die Hotel keeper~~ die Leute könnte
gerne Englisch oder span Französisch um
kommunizieren besser zu mit ~~den~~ dem
ausländische Gäste. ~~man~~



ResultsPlus
Examiner Comments

Although the level of communication is fairly simple throughout, the candidate has covered all four bullet points and makes an attempt to develop each one. This is particularly successful in response to the first two bullet points. The third and fourth bullet point are more challenging but the message given is clear. There are inconsistencies in the register and style of this formal letter. The mark for Communication and Content is towards the top end of the 5-8 band.

The language used is fairly straightforward and the accuracy variable. However, tenses are generally sound and syntax reasonably secure. On the second page there are attempts to use subordination with *weil* and *obwohl*, an infinitive clause and a conditional tense. This scores a mark in the middle of the 4-6 band for Linguistic Knowledge and Accuracy.



Candidates should aim to use as many complex structures as they can. These are listed in the specification. To reach the top end for Linguistic Knowledge and Accuracy, there would have to be evidence of a wide and varied use of structures such as sentences beginning with a subordinate clause, complex verbs used in subordinate clauses, varied infinitive clauses and a wide range of different adverbial phrases.

Question 2 (b)

In general, this question was answered more effectively than Q02(a) as long as candidates had understood what was required of them. Those who did not grasp the full significance of the question often wrote general accounts of school rules or pre-learned essays about technology.

However, there were many solid answers which covered all four bullet points and which were written convincingly as if to the headteacher of a German school. In response to the first bullet point, most were able to convey that they had heard about the new rule from a friend or had read it online, but often candidates had misinterpreted the meaning of *wie* in the stimulus and explained when rather than how they got the news. Those who understood the plural form *die Schüler* usually explained that their friends were against the banning of phones in school, whilst a modest few supported the ban. Many candidates were able to describe how they had used their mobile phone recently with tales of using apps to learn new vocabulary, retrieving a forgotten item from home or searching the internet for information for projects. The persuasive language necessary for suggesting what the headteacher should do was restricted to the very best candidates who usually said that he should reconsider his decision.

The use of verbs in this essay was often insecure. The verb *verbieten* in all its forms was problematic and *dürfen* often appeared wrongly instead of *erlauben*. However, there were many instances of useful phrases such as *nicht nur/sondern auch*, *ich bin fest davon überzeugt* and *ohne Zweifel*. Idioms and examples of uncommon language were also found in abundance, although these were supported by accurate use of complex structures only in the best essays.

Uncommon vocabulary can help raise the mark for Communication and Content, as in this example.

(b) Der Direktor an Ihrer deutschen Austauschschule will Handys im Unterricht verbieten.

Schreiben Sie einen formellen Brief an den Direktor der deutschen Schule, um Ihre Meinung zu der Situation zu geben.

Sie **müssen** diese Punkte einschließen:

- wie Sie von der neuen Schulregel gehört haben
- was die Schüler über die neue Schulregel denken
- wie Ihr Handy im letzten Monat in Ihrer Schule nützlich war
- was der Direktor machen sollte.

Rechtfertigen Sie Ihre Ideen und Meinungen.

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

(28)

~~Sehr geehrte Herr Klar,
Meine Lehrerin haben gesagt, dass sie wollen
Handys im Unterricht verbieten und ich denke, dass das
ist nicht eine gute Idee ist. Alles Schule sprechen jetzt
über dieser Problem. Ich habe ge eine Lehrerin gehört~~

Sehr geehrter Herr Klar,
Letzte Woche haben meine Lehrerin gesagt, dass
sie wollen Handys im Unterricht verbieten und ~~ich~~ meiner
Meinung nach ist es
denke, dass nicht eine gute Idee ~~ist~~. Meine Austauschpartnerin
~~auch hat auch gesagt das diese s über dieser~~
Situation gesagt und sie glaubte ~~at~~ auch es eine Probleme
ich ist.

Viele Schüler denken diese ~~neue~~ neue Schulregel
ist eine schlechte Idee, weil Handys sehr wichtig für

junge ^{Leute} ~~Menschen~~ sind. Ein Freund meiner, dass wir nicht viel unsere Handys im Unterricht ~~benutzt~~ benutzen, also ~~dies~~ ~~darfte dieser~~ ~~für~~ soll diese Situation nicht dürfen. Eine andere ~~Schul~~ Freundin ~~hat~~ ~~gesa~~ dachte, dass diese Regel unfair ist, da sie selten ihren Handy in Unterricht benutzt.

Letzter Monat war meine Handy ^{echt} ~~ziemlich~~ ^{nutzlich} in unserer Schule. Wir ^{mussten} ~~haben~~ eine Schulprojekt gemacht, also konnte ich mein Handy benutzen, um Informationen auf Internet zu finden. ^{Das} Gute daran ist, dass wir die Projekt schnell ^{haben gemacht} ~~machen~~ und wir die Computer nicht brauchen. ~~Im großen und Ganzen~~

Im Großen und Ganzen glaube ich, dass ~~sie~~ diese Regel nicht soll dürfen, aber ^{statt} wir sollen unsere Handys weniger ~~benutzen~~ ⁱⁿ im Unterricht benutzen. In Zukunft hätte ich, sie diese Regel nicht nutzen werden.

Mit freundlichen Grüßen



The paragraph structure helps the examiner in this instance to see that all four bullet points are addressed. On closer inspection, it becomes clear that the candidate has developed each bullet point with original ideas and thoughts and has justified ideas fully. There is some ambiguity with the misuse of the modal verb *dürfen* rather than *erlauben*, but otherwise errors do not prevent meaning being conveyed. In addition, some uncommon vocabulary and phrases such as *echt*, *im Großen und Ganzen*, *selten* and *im Unterricht* mean that this essay can be placed at the top end of the of the 9-12 band for Communication and Content.

Word order is secure throughout and there is evidence of a range of structures. However, although the response is predominantly fluent, there are some inaccuracies, particularly with verbs. For example, when a past tense is attempted with a modal verb rather than the perfect tense, the past participle *gemacht* is used instead of the infinitive. Agreements are not always correct. Nevertheless, this candidate scored at the top of the 7-9 band for Linguistic Knowledge and Accuracy.



It is important to learn how to use the six modal verbs in German effectively both in the present and past tense and to be sure of their meaning. In an essay like this their use adds variety to the sentence structures and therefore makes the essay more interesting to read.

The mark scheme for Q02 in the higher paper begins at its lowest band with an assumption that candidates write with some degree of fluency. Centres should not be surprised when an essay which appears to communicate a lot gains a low mark since this is the question which allows more able candidates to access the higher grades.

(28)
Ich habe der neuen Schulregel von mein Eltern gehört. Mein Freunde und ich hat chatten der neue regel und es beginnt am Montag after Sommerferien. Schule werde sehr länger in der neue Jahr sein.

Ich finde der neuen Schulregel ist schlecht weil könnte dein Handy helfen für viel Arbeiten. ~~Wir~~ ~~können~~ Man kann für Sport und Stunden. ~~Mein~~ Mein Freunde nicht gern der neuen Schulregel.

~~Mein~~ Handy war sehr letztes Monaten, mein Handy ^{war} sehr nützlich. Ich bin ~~sehr~~ manchmal

sportlich auf Schule so ich jogge für
fünf miles. Auch habe ich auf Internet
surfen in Naturwissenschaften. Es war
Nächstes Woche werde ich mein Handy für
ein Deutsch stunden nützen.

~~Der~~ Direktor sollte regel trennen. Handy
ist sehr nützlich in den Schule denn wir
können mehr lernen. Sie sollten nicht neuen Schulregel
Morgen. Der Direktor sollte die Lehrer nützen
Handy in Stunden sprechen.



From the outset it is clear that this candidate struggles to write coherently. However, despite the use of 'differ' and 'miles', most of what is written is just about comprehensible. There is occasional detailed information such as how the candidate will use the phone in a German lesson next week or why phones are useful. There are not many examples of uncommon language but the candidate has made a valiant attempt to express individual thoughts and idea. The mark for Communication and Content is towards the top of the 1-4 band.

Structures are rarely accurate. In particular the candidate's use of verbs is insecure: *gern* used as a verb, incomplete complex verb forms, wrong agreements are in abundance. However, simple sentences tend to be almost accurate. This scores a mark in the middle of the 1-3 band for Linguistic Knowledge and Accuracy.



Candidates should try at all costs to avoid using English in their answers.

Question 3

There were an impressive number of good translations which suggested that candidates had been well-prepared for this question. The sentences are intended to have an incline of difficulty. However, the level of challenge may be from the vocabulary or from the structures required to transfer the meaning, and this can vary from candidate to candidate. In this passage, the most problematic issues were with *Swiss*, the verb *to enjoy*, *disappointed* and *was not playing*. Although some candidates simply left gaps in their translations if they came across an unknown word, others showed evidence of coping strategies in their version, for example by using *Freunde aus der Schweiz*, *Ich mag Konzerte* or *traurig/nicht glücklich* for *disappointed*. The first sentence was translated successfully by many candidates who managed to use a discernible past tense, and even the least able candidates made a good attempt at the final sentence with an *um/zu* clause.

Although examiners often saw accurate translations which included *letzten Monat*, *bin gefahren/gegangen*, *normalerweise*, *dieses Mal*, *hat gespielt/spielte* and *nächsten März*, it was noted that the word order in the first and last sentences was often challenging.

This is a typical example of a candidate who has tried hard to translate all the ideas in the passage but is hampered by lack of accuracy.

3 Übersetze ins Deutsche.

Last month I went to a music festival in Zürich with my Swiss friends. I usually enjoy pop concerts, although the tickets can be quite expensive. However, this time I was very disappointed because my favourite group was not playing. I am hoping to go to Berlin next March to see them there.

Letzten Monat bin ich eine Musifest nach Zürich mit
meine Schweizer Freunde gefahren. Ich finde Pop Konzerte immer,
obwohl kann die Karte ^{ziemlich} ~~sehr~~ teuer. Jedoch, war ich
sehr glücklich nicht denn Mein Lieblings ^{band} ~~pop~~ war nicht spielen.
Ich hoffe nächstes März nach Berlin meine Lieblings band gesehen.



This candidate has made a fair attempt at translating the whole passage and overall there is partial communication. An alternative is given for 'disappointing' but the meaning is not quite clear. Although *jedoch* is known the concept of *normally* is omitted. Accuracy is varied in some phrases such as *letzten Monat*. However the clause with *obwohl* is not successful and in the final sentence the confused word order and inaccurate verb forms prevent meaning from being conveyed. Subsequently this translation is awarded a mark in the middle of the 4-6 band.



Candidates should check their work carefully to ensure that the word order is correct and that all ideas are included in the final version in German.

Many candidates managed to produce an almost perfect translation with only minor errors as in this example.

letzten Monat bin ich mit meiner ~~Freunde~~ ^{Freunde} Schweizer
Freunden zu einem Musikfestival im Zürich gegangen. Ich
~~gerade~~ Normalerweise genieße ich Popkonzerte, obwohl die
Eintrittskarten ^{ziemlich} ~~sehr~~ teuer sein können. Jedoch, war ich dieses
Mal enttäuscht, weil meine Lieblingsgruppe nicht gespielt
hat. Ich hoffe, ~~nächstes~~ ^{nächsten} März
nach Berlin zu ~~kommen~~ ^{fahren} um sie dort zu sehen.



ResultsPlus
Examiner Comments

This candidate writes confidently and almost translates all aspects of the English text fully. The adjective *enttäuschend* rather than *enttäuscht* is the only idea not expressed. Errors such as wrong agreements with case and gender do not hinder clarity of meaning. As a result, this candidate scored a mark in the middle of the top band for this version.



ResultsPlus
Examiner Tip

Candidates should prepare for the translation by learning as wide a range of vocabulary as possible. They can do this by referring to the minimum core vocabulary list in the specification.

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
- read the stimulus tasks carefully to ensure that they are answering the question which has been set
- practise translation regularly, always checking that the verb agrees with the subject of the sentence and that the word order in each sentence is accurate
- develop coping strategies for dealing with challenging aspects of the translation, such as rewording and use of synonyms.

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>

