



Examiners' Report June 2022

GCSE German 1GN0 4F

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Introduction

Foundation tier candidates are required to answer four questions:

- a short description of a picture with an opinion;
- a short formal message giving four points of information from a choice of two options;
- a longer informal response to a friend from a choice of two options;
- five sentences to translate into German.

The tasks are graded in challenge from the most straightforward in question 1 to the most challenging at question 3. The translation sentences similarly are graded from least to most challenging.

In this special year, Advance Notice had been given of the topic areas to be assessed in the first three questions of the foundation tier paper. In addition, rubrics and bullet points had been simplified to ensure that candidates would have best chance of understanding the task. Titles for each question were in English. Questions were also based on familiar topics.

Candidates had been well-prepared for this paper. Most knew what they had to do at each question and were clearly aware of the need to produce a variety of structures including different time frames, although not all managed this successfully. There were only a handful of responses to any of the questions where candidates had misunderstood the task or chose to ignore the bullet points.

Question 1

Candidates were required to write a description of a picture of some people in an aeroplane and to give an opinion about the aeroplane. The suggested word count of between 20 and 30 words is notional rather than prescribed. 2 separate marks are awarded, 1 for Communication and Content out of 6 and 1 for Linguistic Knowledge and Accuracy out of 6. A typical answer will consist of two or three short sentences. To gain access to the top band for Communication and Content, candidates must fulfil both parts of the question (ie description and opinion); responses which omit an opinion are capped at 4 for the first mark category, but the second mark can still access the full range. When awarding the second mark for Linguistic Knowledge and Accuracy, examiners look for an example of simple linking. Typically this will be two main clauses joined with *und* or *aber*, although many foundation tier candidates manage a subordinate clause with *weil*. Total accuracy is not necessary at this level to access the full mark range.

It was clear that centres had prepared their candidates well for this task. The vast majority were able to provide a basic description even if this was only about the number of people in the picture. Some added details about what they were wearing or how they looked. Some candidates managed to use the separable verb *aussehen* correctly. It was rarer for candidates to be able to describe what the people were doing, eg looking for their seat or listening to music. Opinions were usually straightforward. Some candidates did not know the word *Flugzeug*, although this was given in the rubric. A typical response stated that *Das Flugzeug ist bequem* or gave some other adjective. Some candidates used *meiner Meinung nach* with varying degrees of success.

The candidate has written three comprehensible sentences which fulfil the requirements of the task completely.



(Source © Jeffrey Isaac Greenberg 18+/Alamy Stock Photo)

1 Beschreib das Foto **und** schreib deine Meinung über das Flugzeug.

Schreib ungefähr 20–30 Wörter **auf Deutsch**.

Auf dem Foto gibt es viele Leute
Sie sind glücklich und sie fliegen auf dem
Flugzeug. Ich finde das Flugzeug toll
Weil es lustig ist



Using a small selection of common, familiar vocabulary, the description of the picture consists of three details. Spelling is good throughout. The slightly awkward use of *auf dem Flugzeug* makes sense in context. The candidate's opinion is clearly stated and the final successful *weil* clause provides a positive end to this response.

There is evidence of simple sentences with linking. Straightforward grammatical structures are applied accurately and nothing is unclearly communicated.

This response scored 12 marks.



The *weil* clause does not need to be complex. Many candidates use an adjective along with *ist* or *sind*. However, two clauses joined with *und* or *aber* would be just as good.

The candidate has written four sentences which describe the picture with some success, but there is no description of the aeroplane.

In der Foto gibt es eine Mädchen und ein mann. Er ist sprechen mit dem Freunden. Die Mädchen sehen sehr langweilig, sie trage eine Pulli mit ~~dem~~ einem Rock. Der mann sehen Sehr glücklich.



Because of the lack of opinion, the mark is capped at 4. There is no reason to go below this mark since the response fits the descriptors in the 3-4 band. The information is mostly relevant and there is enough extra detail to merit 4. Even the omission of *aus* on two occasions makes the reader only falter. Vocabulary is familiar and the spelling is generally good.

Sentences are short but there is no linking: the comma in the third sentence could have been replaced with *und* to fulfil this requirement. Again this caps the response at the 3-4 band. There are some positive features in the language: straightforward reference to present events and a good example of dative case with *mit einem Rock*. However, accuracy is inconsistent and the verb forms *ist sprechen* and *sie trage* mean that this was awarded a mark at the lower end of this band.



Any relevant description is accepted. A range of adjectives such as the ones given here (*langweilig* and *glücklich*) can be used in a wide range of situations.

The candidate has written two sentences. This first is nearly comprehensible but the second fails to communicate clearly because of the wrong verb form and the use of an English word at the end.

1 Beschreib das Foto **und** schreib deine Meinung über das Flugzeug.

Schreib ungefähr 20–30 Wörter **auf Deutsch**.

Auf dem foto gibt es ~~Atzen~~ ~~neun~~ ~~neun~~
persona. Sie ist flagen on eine aeroplane.



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Examiner Comments

Clearly this response falls within the 1-2 band for Communication and Content. There is some basic information without development. Despite the spelling of *neun* and *persona* (sic) the reader can understand that there are nine people in the picture. The extent to which the second sentence communicates anything at all is questionable. However, a sympathetic reader might understand something about flying. A mark of 2 is the best fit.

The candidate has managed to produce one simple sentence with correct use of *es gibt* with inversion. Again the response fits into the 1-2 band for Linguistic Knowledge and Accuracy. A mark of 1 would be reserved for individual recognisable words and, therefore, a mark of 2 is more appropriate here.



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Examiner Tip

Poor spelling can be tolerated if the message is clear. In addition, formulaic sentences stems such as *Auf dem Foto gibt es ...* or *Ich finde ...* are perfectly acceptable at this level.

Question 2 (a)

This year, candidates had a choice of Q02(a) or Q02(b). The question on a class trip to a museum was the more popular choice. Many candidates were able to fulfil all or nearly all of the requirements of the question. The expectation is that candidates will write a coherent account in response to four bullet points of between 40 and 50 words in German. There may be some linking of ideas, either with coordinating or subordinating conjunctions or with suitable adverbial phrases which help the email to flow.

The four bullet points are prescribed. Candidates who omit one or more are capped at a mark of 6 for Communication and Content but marked normally for Linguistic Knowledge and Accuracy. Candidates are expected to produce sentences in the present tense and one idea with a future time frame. The grammatical future tense need not be used as long as a future indicator is present. They are asked to:

- give details of when the class trip is
- give some details of the class
- explain why the class is coming to the museum
- say where the class will eat.

Some candidates wrote about a class trip which had already taken place. Rather than dismiss such responses completely as irrelevant, they were seen as a partially acceptable interpretation of the scenario. In any cases, some candidates managed to write something in the present tense about the class. However, it often meant that the vital future time frame was not included which reduced the mark for Linguistic Knowledge and Accuracy.

2 marks are awarded out of 8 each, 1 for Communication and Content and 1 for Linguistic Knowledge and Accuracy.

This is an example of a candidate who wrote about a trip which had already taken place. The candidate has produced a coherent account which is generally comprehensible, but in assessing the response it has to match the descriptors in the mark grids.

2 (a) Schreib einen Brief an ein Museum.

Schreib:

- wann die Klassenfahrt ist
- Details über die Klasse
- warum die Klasse zum Museum kommt
- wo die Klasse essen wird.

Schreib ungefähr 40–50 Wörter **auf Deutsch**.

(16)

An Frau Schmidt

Letzte Woche, ich bin auf ein Museum ~~gegangen~~ gefahren.

Das Museum war klein aber es war sehr interessant und lustig. Ich ~~ma~~ hatte meine Klasse, sie sind laut, aber ich finde meine Freunde, Mut und klar, ruhig und schön.

Warum die Klasse zum Museum kommt? Ich weiß nicht. Ich habe nicht eine Geschichte Klasse.

~~Wann~~ Es war eine Restaurant in der Museum. Die essen war nicht lecker aber die Kellern war schön.

Mit freundlichen Grüßen



The candidate gives relevant information about when the trip took place, what the class is like and where the class ate. There is also some development of the points. The third bullet point is an unusual response that the candidate does not know why the class is coming to the museum. This can be accepted as a response to the bullet point. In essence the candidate addresses all the four points but not in the way in which they are intended. For this reason, the mark for Communication and Content sits best within the 5-6 band and at the lower end because of misplacing of the trip in the past.

The language used is generally simple and there is some linking with *aber* in the first and third paragraphs. Despite the reasonable level of accuracy with verbs in the present tense, the future time frame is missing and this means that the response cannot access more than the 3-4 band for Linguistic Knowledge and Accuracy. The mark of 3 reflects this.



It is important that candidates realise that this question requires use of present tense and that the final bullet point is designed to elicit a future time frame. Without these elements, the response will not achieve marks in the upper mark bands.

This example of a response which gained full marks was not unusual in this series. The candidate addresses the four bullet points in order and writes clearly and fluently, albeit with some minor errors.

2 (a) Schreib einen Brief an ein Museum.

Schreib:

- wann die Klassenfahrt ist ^{wann} details about class.
- Details über die Klasse
- warum die Klasse zum Museum kommt ^{why did the class come to the museum.}
- wo die Klasse essen wird. ^{what will the class eat.}

Schreib ungefähr 40–50 Wörter **auf Deutsch**.

(16)

An Frau Schmidt

Die Klassenfahrt ist am ~~21sten~~ ^{21sten} Mittwoch, im April, im zwei Woche. Meine Klasse ist groß, gibt es sechsundzwanzig Leute, ^{und} sind sie sehr laut. Sie sind sechzehn Jahre alt. Meine Klasse komme zum Museum weil es ist sehr interessant und ~~sehr wichtig~~ wichtig, für meine Schule. Der Kinder ~~finden~~ finde der Museum fantastisch und Spaß. Die Klasse wird einem Fisch und Pommes in einem Café essen.

Mit freundlichen Grüßen



The first sentence states clearly when the trip is and develops this by adding that the date is in two weeks' time. We know the size and age of the class and that they are loud. The reason for the class trip is that the museum is interesting and important for the school and develops by adding what the students think of the museum. The final sentence states clearly that the class will eat in a cafe and the idea is developed with details of what they will eat. Simple facts are presented, there is little or no repetition and the response goes well beyond the language of the stimulus. There is no reason to award this less than 8 for Communication and Content.

The one paragraph response is clear throughout. There is one good example of linking with *weil* and otherwise the sentences follow on from each other naturally. There are some errors, for example of verb agreement (*Meine Klasse komme*) and word order (*Gibt es*) but these do not hinder clarity of communication. The writing is generally accurate and the use of the grammatical future is correct. For this reason, the response gains full marks for Linguistic Knowledge and Accuracy.



It is important to read the task carefully to establish what is required. This candidate has glossed the bullet points and ensured that all the details are addressed. Knowing the interrogatives *wann*, *warum* and *wo* has helped.

Some less successful candidates struggle to address the bullet points as intended. This is an example of a good effort which sadly falls short of the expected outcome.

An Frau Schmidt

Den Klassenfahrt ist museum.

Das Klasse ist langweilig.

Die Klasse zum museum kommt ist Neuf Uhr.

Die Klasse essen Frühstück.



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Examiner Comments

The only detail given successfully is that the class is boring. A sympathetic reader might argue that there is some attempt to say when the trip is by giving a time but the use of *neuf* rather than *neun* prevents effective communication. This means that the response overall sits comfortably in the 1-2 band for Communication and Content. The mark of 2 reflects the candidate's efforts to produce sentences based on the stimulus and the sound spelling.

There is a minimal selection of straightforward grammatical structures. The use of the present tense is demonstrated in the second sentence but there is no future time frame. A mark of 2 reflects the fact that the candidate has made a valiant effort to produce some recognisable German sentences rather than just individual words.



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Examiner Tip

The bullet points can be manipulated to form responses. However, each one requires some further individually selected material from the candidate's knowledge of German.

Question 2 (b)

This less popular of the two options at question 2 nevertheless elicited some strong responses from those who were at ease with the vocabulary required to describe the world of work. The four mandatory bullet points which created an email to a potential employer in Germany required them to:

- give their personal details (this might only have been their name and age)
- say where they work now (examiners accepted responses which referred to a job in the past)
- say why they want to work in Germany
- say when they will be coming to Germany.

The final bullet point is intended to elicit a future time frame, although the grammatical future is not required.

Candidates who chose this option were often able to develop their responses to one or two bullet points but often omitted vital details which would have allowed them to access the whole range for Communication and Content.

This is an example of a response which at first sight looks weak but can in fact score highly at this level if the requirements of the task are fulfilled.

2 (b) Du willst in Deutschland arbeiten. Schreib einen Brief an eine Firma.

Schreib:

- deine persönlichen Details
- wo du jetzt arbeitest
- warum du einen Job in Deutschland willst
- wann du nach Deutschland kommen wirst.

Schreib ungefähr 40-50 Wörter **auf Deutsch**.

(16)

An die Firma Benz

Ich heiße [REDACTED] und Ich spreche drei Sprachen.
Ich bin intelligent und sehr fleizig. ~~Ich~~ Ich möchte
einen ^{arbeiten} Job in Deutschland, weil ich liebe Deutschland
und die personen in Deutschland. Meine Liebling
land ist Deutschland. Ich pläne zu kommen
in Deutschland ~~zu~~ zu arbeiten näch^{ste} Jahr in
Zukunft. Manchmal Ich arbeit mit meine Freunde
in einen Restaurant. Meiner meinung nach man muss
arbeit, weil arbeiten ^{und fleizig} ist sehr wichtig und
interessant. Meine leibling arbeiten is lehrer, weil sie
arbeit Fleißig.



The email fulfils the requirements of all four bullet points although they are not in order. Despite errors it communicates a clear message and develops each point effectively. In particular the detail about working in a restaurant is developed by taking the idea further to describe why work is important. When read aloud the response makes complete sense and therefore is awarded full marks for Communication and Content.

The candidate produces predominantly simple straightforward sentences and there is some linking with *weil*. References to the present are consistently successful and the reference to the future with *ich pläne* (sic) is nearly successful. This places the mark for Linguistic Knowledge and Accuracy in the top band. However, the incidence of error is high and some straightforward structures are not quite accurate enough. These include some errors of verb formation and word order. The appropriate mark here is 7.



It is not necessary to answer the bullet points in order, but it is the easiest approach to do so. It also helps examiners to identify where each point is made if ambiguities are present.

Sometimes responses require careful reading to work out exactly what the candidate intends. Occasionally it becomes clear; at other times there is simply too much confusion. Handwriting can also be an issue. In this response, it takes some patience to work out that the candidate is 16 because of the way *sechzehn* is written over two lines.

Ich arbeite in die Stadt in Bonn. Ich bin Sech-
zehn Jahr alt und sehr sportlich. Ich arbeite
als Kellner und es ist manchmal Spaß. In Zukunft
ich will arbeiten und mehr Spaß machen. Letzten
Job, ich war ein Feuermann. Er war sehr langweilig.
In Deutschland es ist schwer du findest ein Job aber
es ist sehr Spaß und Spaß machen in Zukunft. Ich arbeite
mit meinem Freunde Karl. Er ist sehr interessant und nützlich
aber manchmal langweilig wenn er spricht.



From the email, the reader manages to glean that this is a sporty sixteen-year old who works in Bonn already. The candidate enjoys working as a waiter, but found previous work as a fireman boring. There is an almost successful suggestion that working in Germany is fun which might be seen to address the third bullet point. There is no mention of when the candidate intends to come to Germany. What is meant by *mehr Kauf machen* is unclear and the communication breaks down at the very end with the phrase *wohin er sprechen*. There is therefore some brief information albeit with some development. The candidate uses a small range of familiar vocabulary and mostly goes beyond the language of the stimulus with some success. In the 3-4 band, the higher mark is appropriate because of the inconsistency of communication combined with the fuller development of a couple of points.

Structures are straightforward and the simple short sentences are linked only rarely with *und*. There are some successful structures such as a modal verb (*will*) and *Ich war*. However, the accuracy is varied and the repetition of *Ich arbeiten* and the use of *Et war* put this in the 3-4 band for Linguistic Knowledge and Accuracy. The lower mark is appropriate because of the lack of a future time frame.



It is best practice to avoid being over-complex. Simple sentences with some linking are sufficient at this stage in the paper. This candidate has produced some good vocabulary but the structures used do not allow the response to gain higher marks.

This response illustrates how omissions and the use of English words can adversely affect the overall mark.

Hallo, ich heiße [REDACTED] ich bin Sechzehn Jahre alt.
Meine letzte arbeit war ein fremd Keller, aber es
war sehr langweilig weil nicht zu tun gab. Ich möchte
einen in Deutschland, weil man mag ~~in~~ Deutschland
und die kulturen. Die salary ist besser ~~da~~ und die
leute sind freundlich. In Deutschland, werde ich spiele
Fußball und Tischtennis.



The candidate communicates clearly in reference to the first and second bullet points. Despite the use of *Keller* for *Kellner*, the meaning is obvious from the context. The third bullet point is only partially communicated although it is developed well. The omission of the word *Job* and use of the English word *salary* mean that communication is hampered. There is no mention of the proposed arrival in Germany. This means that some basic points are made with little development. The mark of 5 reflects the extent of the development of the first two bullet points and the attempted communication in the third. Had there been a future time frame that was relevant to the task, 6 might have been awarded.

Basic syntax is sound and there is evidence of the present tense and even the past tense of the verb *sein*. The attempted *weil* clause is almost successful but the subject is omitted and the grammatical future can be credited because it is part of the overall response as the development of an existing point. This is best described by the descriptor "some grammatical structures which are sometimes successful". However, since some errors prevent meaning being conveyed, the mark of 5 is appropriate in the 5-6 band.



It is best to avoid any English words in the response. Alternatives to the use of *salary* could have been *Ich bekomme / verdiene viel Geld* or even simply *Das Geld is gut*.

Question 3 (a)

Candidates were required to write an informal email about their musical interests based on four bullet points. They had to state facts (favourite music), describe a past event (last concert), give an opinion (why music is important) and refer to a future event (musical activities next week).

This was an extremely popular choice and many candidates wrote original personal accounts of their musical interests. Even the least successful were often able to develop each point. Some contrasted a description of what they liked with what music they disliked or what other family members thought of their tastes; descriptions of a previous concert often relied on the simple past *war* but ideas were developed by saying where and when the concert took place as well as an opinion; reasons for the importance of music were often that it was relaxing or helped them to concentrate; future events often referred to a forthcoming music lesson or another concert.

Vocabulary in foundation tier responses was usually familiar but there were also some examples at foundation tier of more unusual words such as *unterhaltsam*. Some familiar sentences were also used regularly such as *Ich freue mich darauf* or *Das hat Spaß gemacht*. These allowed even less successful candidates to communicate some points clearly.

The most successful candidates managed to include some complex structures, most notably subordination with *weil*, *obwohl* or *dass*. This often allowed them to access the higher mark bands for Linguistic Knowledge and Accuracy. Some also used modal verbs well. References to time frames were generally sound, but less successful responses were marred by ambiguity when the verb forms were unclear (eg *ich werde gegangen*, *ich habe hören*).

Responses to this question allowed candidates to write freely about a topic that clearly interests them.

3 (a) Schreib eine E-Mail an deine Freundin Corinna.

Du **musst** über diese Punkte schreiben:

- deine Lieblingsmusik
- was dein letztes Konzert war
- warum Musik wichtig ist
- musikalische Aktivitäten nächste Woche.

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

(20)

Ich höre Musik sehr oft und weil, es ist sehr gut.
Meine Lieblingsmusik ist Rock Musik. Letzte Jahr Ich
fahren der Festival Im Deathband (Berlin) zu Festival, ~~zu~~ zu
Hören ~~beste~~ Likzen zu meine Lieblings Rock Band. Es war sehr
lustig und interessant.

~~nette~~
~~nette~~ ~~nette~~ ~~Jahr~~ Letzte wochende war meine letztes
~~beste~~ Konzert, Ich finde ist lang weilig und weil, es ist
nicht Rock Musik.

Nächste Woche Ich ~~spi~~ Spiele Gitarre mit meine ~~beste~~ Vater
und Freunde.

Am Wochenende ~~sp~~ ~~spi~~ Spiele Gitarre mit ~~meine~~ ~~beste~~ ~~Vater~~
Vater, Er ist sehr, sehr, sehr gut ab ~~sp~~ ~~spi~~ Spiele Gitarre.



The candidate manages to convey information relating to three bullet points. It is clear that rock music is the preferred music style; the last concert is clearly mentioned; and plans to play the guitar next week are stated clearly. Some personal opinion is given, particularly about the last concert and about the father's guitar skills. There is no mention of why music is important. However, the development of each point is less successful. Although there is some effective communication, the use of *litzen* (sic) confuses the reader and in the final sentence *sehr gut at* is only partly successful. This response sits at the bottom end of the 4-6 band for Communication and Content.

The candidate deploys straightforward grammatical structures with partial success. When more complex structures are attempted, eg a *weil* clause and an infinitive clause, these are not successful. Nevertheless, references to present, past and future events are reasonably clear, although the language used is very straightforward. Accuracy is variable and verb forms are insecure. Therefore, this response is awarded a mark at the bottom of the 3-4 band for Linguistic Knowledge and Accuracy.



When writing about familiar topics, it is important to stick to language which is known rather than try to write something too complex.

This candidate has efficiently addressed all four bullet points in order and has attempted to develop each one with a further sentence or clause.

3 (a) Schreib eine E-Mail an deine Freundin Corinna.

Du **musst** über diese Punkte schreiben:

- ✓ • deine Lieblingsmusik *popmusik*
- ✓ • was dein letztes Konzert war *last concert*
- ✓ • warum Musik wichtig ist *why music is ~~more~~ right*
- ✓ • musikalische Aktivitäten nächste Woche. *musical activities next week*

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

about 20 words per pp

83

(20)

1: Ich gern zu Popmusik höre, weil ich in viel Popzinger gern. Obwohl, ich gern nicht die Heavy Metal, weil es zu laut für mich ist.

2: Letztes Jahre, ~~ich~~ bin ich eine Popkonzert gegangen. Ich konnte zu Ed Sheeran et Taylor Swift gesehen.

3: Meiner Meinung nach ist Musik wichtig, denn es helpe mir arbeiten besser. Ich mag also singen, weil ich es gerne finde.

4: Nächster Woche werde ich eine Konzert sehen. Meine Vater die Gitarre, damit ~~mit~~ ^{meine Familienmitglied} werde ihrer gehen und sehen.



Communication is relevant and some key points are developed. The candidate contrasts a favourite style with what is less popular and gives reasons. Mention of the last concert is clear and the reader knows which acts performed. There is a good opinion about the importance of music and the following section is partially successful but spoiled with the use of *calme* (sic). The development of the final point referring to the future is less clear and means that the mark for Communication and Content is at the bottom end of the 7-9 band. This mark credits the candidate's effective adaptation of language using mainly common, familiar vocabulary as well as the occasional confusion.

Different examples of successful structures include a good *weil* clause in the first paragraph including an accusative pronoun, inversion with the perfect tense of *gehen* used correctly despite the omission of a suitable preposition, an impressive use of *meiner Meinung nach* used correctly and a correct grammatical future tense. However, these are balanced by some less successful attempts to use varied structures. These include the use of *gern* as a verb, the use of the past tense *konnte* with a past participle rather than an infinitive and the whole final sentence which prevents meaning being conveyed. The mark of 5 for Linguistic Knowledge and Accuracy reflects the overall qualities of this response.



This candidate has written an equal amount for each bullet point and therefore fulfils the requirements of the question in terms of developing each main point.

At this stage in the paper it is wise to stick to familiar language and structures. There is no need to be over-complex.

3 (a) Schreib eine E-Mail an deine Freundin Corinna.

Du **musst** über diese Punkte schreiben:

- deine Lieblingsmusik **FAV MUSIC**
- was dein letztes Konzert war **LAST CONCERT**
- warum Musik wichtig ist
- musikalische Aktivitäten nächste Woche. **MUSIC ACTIVITIES NEXT WEEK**

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

(20)

Hi Corinna, Guten Tag Corinna, es geht? Ich bin persönlich, mein Lieblingsmusik ist Rap das ist sehr spannend. Letzter Monat ich habe ein Musikkoncert geguckt. Das war ein Rapkonzert mit Lord Apex. Das war sehr schön und ich also mit meinen Freunden geguckt. Ich denke Musik ist wichtig denn es gibt Personen glücklich und man kann tanzen. Nächste Woche ich habe keine musikalischen Aktivitäten aber ich werde Musik hören in meiner Zimmer das ist

es ist bequem und ich denke
das ist die Antwort



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Examiner Comments

This response communicates a range of relevant detail with relative ease despite errors. The sentences flow naturally and are linked well. In addition, the time frames are clear. All bullet points are addressed and developed with an interesting personal point of view. Personal opinions about pop music, the last concert or the importance of music though straightforward are convincing. The overall quality of communication just edges this response into the top band for Communication and Content.

Successful language structures include the present and future tenses and subordination with *weil* and coordination with *aber*. On the other hand, there are some less successful attempts with the wrong auxiliary verb with *gegangen*, the lack of a correct infinitive after *kann* and the lack of inversion when necessary. Nevertheless, the response merits a mark at the top of the 5-6 band for Linguistic Knowledge and Accuracy.



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Examiner Tip

Foundation tier candidates who wrote a straightforward account covering all four bullet points in language that included some complex language scored well.

Question 3 (b)

Candidates were required to write an informal email about the environment based on four bullet points. They had to state facts (family's eco-friendly activities), describe a past event (eco-initiative in school last week), give an opinion (why recycling is important) and refer to a future event (environmental activities in the future).

Although this was the less popular option, many candidates wrote spirited responses to this question. Some even went far beyond what would normally be seen at foundation tier by including very sophisticated vocabulary (eg *Meeresspiegel, wiederverwerten, Abholzung*) and some more abstract ideas about the environment in general. This often enabled responses to access at least the second to top band for Communication and Content even when the information relevant to the bullet points was confused.

A similar pattern of quality of language emerged as with the option at Q02(a). Subordinate clauses were often successful and time frames clear. However, less successful candidates sometimes omitted to use the past tense to describe the second bullet point, writing instead about what the school normally does.

As with other questions on the paper, it was clear that candidates had been well-prepared for this level of question and many were able to show enough evidence of complex structures to gain high marks.

Some foundation candidates struggle to communicate at this level. However, all relevant language is credited if possible.

3 (b) Schreib eine E-Mail an deinen Freund Erik.

Du **musst** über diese Punkte schreiben:

- was deine Familie für die Umwelt macht *what your family do for the environment*
- Umweltaktionen in deiner Schule letzte Woche *environmental action in your school last week.*
- warum Recycling wichtig ist *why recycling is important*
- umweltfreundliche Aktivitäten in der Zukunft. *environment friendly actions in the future.*

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

(20)

Liebe Erik,

meine familie Glas und papier recyceln



This candidate manages to write only one sentence which is nearly successful. As a consequence, the response is awarded 1 mark each for both mark categories.



The candidate may also have answered option Q03(a). Where both options are answered, the higher mark is accepted.

Candidates who chose this option often showed a good awareness of environmental issues and used some specialist vocabulary referring to global warming.

~~Meine~~ Meine Familie mag es recycling und
wir ~~Karen~~ ^{unfrage} für die Umwelt ~~Karen~~.
Wir ~~Müll~~ ~~es~~ nicht mag Müll und ~~recycle~~
mit für mir finde es wichtige recycling.
Letzte woche, ^{meine} Schule helfen ~~sein~~ die
community. ~~Ich~~ Müll picken ^{es} und mein
klassen zu. Ich finde. Recycling. wichtig
weil es ist gut für die umwelt und
umweltfreundlich. Ich auch finde
Recycling ~~es~~ es wichtiges, ^{weil es} ~~es~~. ~~Glaba~~
Erwärmung ist ein ~~es~~ groß problem und
Ich möchte helfen ~~es~~ Umwelt und stop ~~es~~ ist.
In der Zukunft, Ich möchte helfen die
umwelt. Ich werde um strand gehen
und volunteer für die Müll remove.
Ich auch gehen Landschaft ~~und~~ und
~~recycle~~ recycling Aktivitäten ~~es~~ macht.



Communication has varied success. The reader can just about understand that the family thinks recycling is important; the information about what happened last week is not communicated because of the use of English; there is a clear point made about the importance of recycling and this point is developed well with mention of global warming; in the final section the reader finds out that the candidate will go to the beach but the rest of the sentence is not clear. This sits firmly in the middle of the 4-6 band for Communication and Content. There is some effective adaptation of language and the candidate expresses mainly straightforward thoughts and ideas and gives personal opinions which are occasionally successful.

There are some successful structures such as the present tense of *finden* and the future tense of *gehen*. *Weil* clauses are also partially successful. Otherwise, the syntax and verb forms are generally inaccurate. For this reason a mark at the lower end of the 3-4 box is appropriate.



Examples of good vocabulary in this essay are *umweltfreundlich*, *Strand* and *Landschaft*. The overall mark would have been higher if the words had been used within more accurately formed sentences.

Usually the marks for Communication and Content and Linguistic Knowledge and Accuracy are closely linked. However, sometimes there is more of a gap.

TIME MANNER PLACE VERB

~~TIME PLACE MANNER VERB~~
Environment

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

3 (b) Schreib eine E-Mail an deinen Freund Erik.

Du **musst** über diese Punkte schreiben:

- was deine Familie für die Umwelt macht
- Umweltaktionen in deiner Schule letzte Woche
- warum Recycling wichtig ist
- umweltfreundliche Aktivitäten in der Zukunft.

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

blume
organisation
organisation
We have successfully separated with each and will be strict about it.
water mother
sollen sollen
können

(20)

Hallo, Erik! Wie bist du? Ich bin sehr glücklich denn meine Familie und mir sind die Umwelt helfen. Es ist ^{viel} ~~sehr~~ Spaß machen. Wir haben erfolgreich Müll trennen und ^{Wir} werden ~~wir~~ streng über es sein. ^{Dieser} ~~letztes~~ Woche, ^{Wird} ~~haben~~ mein Vater Solaranlage installieren. Mein Mutter und mir sind Bäume und Blume pflanzen, ^{mehr Tierarten zu} ~~Her~~ und zu Kohlenstoffdioxid absorbieren. Auch, recyceln ist sehr wichtig denn ^{sollen werden} ~~es haben~~ Müll reduzieren und werde gibt ~~mehr~~ weniger Kohlenstoffdioxid in der Luft sein. In der ~~Zukunft~~ Zukunft, werde ich in ~~Umweltorganisation~~ Umweltorganisation freiwilligen.



Despite errors, the candidate communicates information relevant to the task with development of some key points and ideas. There is a clear message that the family has a strict recycling regime and the point is developed with mention of the installation of solar panels and the planting of flowers and trees. Recycling is valued as a means of reducing waste and there is some sense of the candidate doing voluntary work in the future. Information about what happened at school last week is omitted. There are some examples of uncommon language such as *Kohlenstoffdioxid*. This response fits well into the middle of the 7-9 band for Communication and Content.

Although there is no sentence which is error free, there are some examples of accurate language and structures. These include the future tense of *sein*, coordination with *denn*, the comparative *weniger* and generally accurate spelling. However, the errors do not prevent communication and for this reason a mark at the top of the 3-4 band is awarded.



More accurate verb forms, particularly of the present tense, would have ensured a higher mark for Linguistic Knowledge and Accuracy.

Question 4

In the final question in the foundation paper, candidates translate five sentences into German. These are graded in challenge from grade 1 to grade 5. The first three sentences are awarded a mark out of 2 each and the final two more challenging sentences are awarded a mark out of 3 each.

Most candidates were able to tackle all five sentences and score some marks on each. By far the most successful were Q04(a) and Q04(e). The mark scheme allows for a degree of inaccuracy if the main sense of the sentence is communicated: this was particularly useful in Q04(d) where the past tense was often attempted but with some inaccuracy eg *gespracht* rather than *gesprochen*.

Although all vocabulary was taken from the minimum core vocabulary list, some items were less well-known: *short* (*kurz* was rarely seen) and *comes from* (the preposition caused problems). However, a past tense of the verb to speak (using *sagen* or *sprechen*) was often attempted, occasionally accurately; and in Q04(e), many managed a *weil* clause correctly and even knew the more challenging adjective *nützlich*. It was interesting to note that some less successful translations coped better with the more complex sentence at Q04(e) while unable to convey fully the sense of the sentences at Q04(b) and Q04(c). However, almost all managed to convey the sense of Q04(a) – *I learn German!*

This candidate has attempted all five sentences with varying degrees of success.

4 Übersetze **ins Deutsche**.

(a) I learn German.

(2)

ich Deutsche lernen

(b) My teacher comes from Frankfurt.

(2)

meine lehrer ist aus Frankfurt

(c) I find the lessons too short in my school.

(2)

ich finde das ~~kurz~~ zu in meine Schule

(d) Last week I said a lot in class.

(3)

letzte wache sprach ~~ich~~ klasse sprachen ich ich

sprechen in klasse

(e) I find the subject very interesting because it is useful.

(3)

ich finde das fache ziemlich interessant ~~ist~~ weil

es ist



Q04(a): The wrong word order with the verb at the end rather than in second position was awarded 1 mark rather than 2 because the meaning was partially conveyed.

Q04(b): The wrong preposition means that communication is partial. The other error on *Meine* does not hinder communication.

Q04(c): The ideas of lesson and too short are omitted but there is some communication with *Ich finde* and *in meine Schule*. Despite errors and omissions, 1 mark can be awarded.

Q04(d): The candidate conveys the idea of last week and in class and the verb *sprechen* is attempted, albeit in the wrong tense. However the omission of the other elements of the sentences mean that the overall meaning of the sentence is not communicated and therefore only 1 mark can be awarded.

Q04(e): The only element missing from the sentence is the adjective useful. This means that the meaning is partially communicated. The structures are mostly accurate here and therefore 2 marks are awarded.



It is best to attempt all five sentences even if only some words are successful. Omitting a sentence completely means that no marks can be awarded.

After a good start, this candidate manages only partial or limited communication.

4 Übersetze ins Deutsche.

(a) I learn German.

(2)

Ich lerne Deutsch

(b) My teacher comes from Frankfurt.

(2)

Mein Lehrer ist in Frankfurt.

(c) I find the lessons too short in my school.

(2)

Ich finde die lesson zu kleine in mein Schule,

(d) Last week I said a lot in class.

(3)

Leztes Woche Ich said bin viel im klasse.

(e) I find the subject very interesting because it is useful.

(3)

Ich finde ~~mein~~ ^{Schule} die ~~subject~~ interessant, weil ist wichtig.



Q04(a): Many candidates achieved 2 marks as this candidate does here.

Q04(b): Typically, the wrong preposition means that only 1 mark can be awarded.

Q04(c): *Klein* was not accepted as an alternative for *kurz* and therefore only partial communication is achieved leading to a mark of 1. The inclusion of *lessons* rather than *Stunden* is wrong but the other correct elements of the sentence can be credited.

Q04(d): Only some words and phrases are communicated here. Without an attempt to convey the idea of speaking in class, only 1 mark can be awarded.

Q04(e): *Schule* was not an acceptable alternative for *Fach*, and the idea of useful is missing. This response hovers between a mark of 1 and 2, but on balance a mark of 1 was awarded because the overall meaning was not clear enough.



A range of commonly used adjectives should be known by foundation tier candidates. One such is *kurz*.

Some foundation tier candidates coped very well with the translation task as seen in this example.

4 Übersetze ins Deutsche.

(a) I learn German.

(2)

Ich lerne Deutsch.

(b) My teacher comes from Frankfurt.

(2)

Mein Lehrer kommt aus Frankfurt.

(c) I find the lessons too short in my school.

(2)

Ich finde die Stunden zu klein in meine Schule.

(d) Last week I said a lot in class.

(3)

Letzte Woche habe ich viele in Klasse gesprochen.

(e) I find the subject very interesting because it is useful.

(3)

Ich finde das Fach sehr interessant, weil es nützlich ist.



Q04(a): A perfect translation scores 2 marks.

Q04(b): This perfect sentence was rare.

Q04(c): Sadly, this successful candidate does not know the adjective *kurz* and can only score 1 mark.

Q04(d): Despite the use of *viele* rather than *viel* the meaning of the sentence is fully communicated and the candidate even manages a correct perfect tense. 3 marks were awarded. The misspelling of *Letze* (sic) can be tolerated.

Q04(e): Another perfect translation scores 3 marks.



Occasional errors in linguistic structures can be tolerated in the translation if they do not hinder clarity of communication.

Paper Summary

Based on their performance in this paper, candidates should:

- practise writing short pieces on all topic areas from the specification;
- know exactly what the requirements of each question are, using past papers to identify the style of each question;
- learn question words that will help them to understand what is required by the bullet points;
- learn as wide a range of vocabulary and structures as possible;
- ensure that they can write clearly about the three main time frames using a variety of verbs;
- practise different ways of expressing opinions;
- think about how to develop a response without going beyond what they can write correctly;
- learn some useful phrases and short sentences that can be used in a variety of situations, eg *Ich freue mich darauf, Das macht Spaß, Das hat Spaß gemacht.*

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

