



Mark Scheme (Results)

Summer 2023

Pearson Edexcel International GCSE
In German (4GN1)
Paper 2: Reading and Writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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.

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

Summer 2023

Question Paper Log Number P72687

Publications Code 4GN1_02_2306_MS

All the material in this publication is copyright

© Pearson Education Ltd 2023

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme and not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 (a)	The only correct answer is B	(1)
1 (b)	The only correct answer is A	(1)
1 (c)	The only correct answer is D	(1)
1 (d)	The only correct answer is C	(1)
1 (e)	The only correct answer is B	(1)
1 (f)	The only correct answer is D	(1)

Question Number	Answer	Mark
2 (a)	K	(1)
2 (b)	B	(1)
2 (c)	A	(1)
2 (d)	J	(1)
2 (e)	E	(1)
2 (f)	L	(1)

Question Number	Answer	Mark
3	A Claus	(1)
	B Anne	(1)
	C Lars	(1)
	D Lars + Claus	(2)
	E Lars + Claus	(2)
	F no one	(0)
	G Anne	(1)

Question Number	Answer	Accept	Reject	Mark
4(a)	Nachmittag			(1)
4(b)	Hotel			(1)
4(c)	Any two of the following: <ul style="list-style-type: none"> - (blaues) Kleid - gut - müde 			(2)
4(d)	Any two of the following: <ul style="list-style-type: none"> - Gäste bedienen - Kaffee eingießen - nach dem Schlaf/den Träumen der Gäste fragen - mit den Gästen sprechen 			(2)
4(e)	Any one of the following: <ul style="list-style-type: none"> - unsicher - unzufrieden 			(1)
4(f)	Any two of the following: <ul style="list-style-type: none"> - reiten - gut essen - wandern (gehen) 			(2)
4(g)	Any one of the following: <ul style="list-style-type: none"> - Ferien machen - ans Meer fahren 			(1)

Question Number	Answer	Accept	Reject	Mark
5(a)	Weniger große Familien.		Freundschaften sind wichtig. Freundschaften werden wichtiger .	(1)
5(b)	Man braucht mehr Freunde in der Nähe.	whole sentence	wie gute Freundschaften sein sollen Freunde in der Nähe (Wrong word order in partial direct lift as it seems to be a question).	(1)
5(c)	<ul style="list-style-type: none"> - für Leute, die nicht reich/arm sind. - für Leute, die weniger Bildung haben. 			(2)
5(d)	One of the following: <ul style="list-style-type: none"> - Man hat weniger Freunde gebraucht. - Jetzt braucht man Freunde wieder mehr. - Die Gesellschaft ist reicher. 	Comparative needed	Wir kommen jetzt wieder an den Punkt, wo ...	(1)
5(e)	<ul style="list-style-type: none"> - Sie haben kein soziales Netz von Familie/ Verwandtschaft. 			(1)
5(f)	<ul style="list-style-type: none"> - Sie können eine Wohnung teilen. - Sie können Geld sparen. 			(2)
5(g)	<ul style="list-style-type: none"> - Man kann zusammen leben. - Freunde nehmen die Funktion von Familie an. 	Freunde ersetzen Familie		(2)

Section B

Question Number	Communication and Content				
6	<p>The candidate should have referred to the following bullet points:</p> <table> <tr> <td>Fernsehen</td><td>Computer</td></tr> <tr> <td>gesehen</td><td>Wochenende</td></tr> </table> <p>Maximum of 4 if one bullet is not addressed. Maximum of 3 if two bullets are not addressed. Maximum of 2 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.</p>	Fernsehen	Computer	gesehen	Wochenende
Fernsehen	Computer				
gesehen	Wochenende				
Mark	Descriptor				
0	No rewardable material.				
1	<ul style="list-style-type: none"> Isolated examples of relevant information. Only isolated words and phrases are communicated, as appropriate to the task. Only isolated items are comprehensible. 				
2	<ul style="list-style-type: none"> The response contains little relevant information with limited use of detail. There may be repetition. Expresses simple ideas and opinions, as appropriate to the task. Just about comprehensible overall but with sentences that are mostly unconnected. 				
3	<ul style="list-style-type: none"> The response contains some relevant information with occasional use of detail. Begins to show ability to express ideas and opinions and to inform, as appropriate to the task. Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. 				
4	<ul style="list-style-type: none"> Some detail and mostly relevant response to the task. Shows some evidence of ability to express ideas and opinions and to describe, or inform, as appropriate to the task. Coherent with logical flow and sequence of ideas, though there may be some lapses. 				
5	<ul style="list-style-type: none"> Detailed and fully relevant response to the task. Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task. Coherent with logical flow and sequence of ideas. 				

Question Number	Linguistic knowledge and accuracy
6	Candidate scores 0 if no bullets have been addressed.
Mark	Descriptor
0	No rewardable language.
1	<ul style="list-style-type: none"> Isolated examples of target language vocabulary and structures. Uses very basic language to write words and phrases. Isolated examples of accurate language.
2	<ul style="list-style-type: none"> Uses very familiar and predictable vocabulary and structures, often repetitive. Uses simple, familiar and predictable language to write short sentences or phrases. Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.
3	<ul style="list-style-type: none"> Uses familiar and predictable vocabulary and structures. Some evidence of manipulation of language to produce sentences but this is not sustained. Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4	<ul style="list-style-type: none"> Tends towards use of familiar and predictable vocabulary and structures. Some evidence of manipulation of language to produce sentences. Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5	<ul style="list-style-type: none"> Uses a range of vocabulary and grammatical structures. Language manipulated to produce fluent sentences. Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

Question Number	Communication and Content
7	<p>(a) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • was du letzte Woche in der Schule gemacht hast • warum dir deine Schule gefällt oder nicht • deine ideale Schule • was du nächstes Jahr machen wirst. <p>(b) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • was du gern isst oder trinkst • deine Meinung zu internationalen Gerichten • wer in deiner Familie neulich gekocht hat • dein nächster Restaurantbesuch. <p>(c) The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> • Details über dein Zuhause • was du letzte Woche zu Hause gemacht hast • warum ein Garten wichtig ist oder nicht • wo du in der Zukunft wohnen wirst. <p>Maximum of band 7-8 if one bullet is not addressed. Maximum of band 5-6 if two bullets are not addressed. Maximum of band 3-4 if three bullets are not addressed. Candidate scores 0 if no bullets have been addressed.</p>

Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. • The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3-4	<ul style="list-style-type: none"> • The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence. • The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
5-6	<ul style="list-style-type: none"> • The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence. • The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.

7-8	<ul style="list-style-type: none"> • The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence. • The response is mostly coherent and while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9-10	<ul style="list-style-type: none"> • The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker. • The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
Question number	Linguistic knowledge and accuracy
7	
Mark	Descriptor
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition. • Very little evidence of correct spelling, verb formation, gender and agreement.
3-4	<ul style="list-style-type: none"> • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition. • Occasional evidence of correct spelling, verb formation, gender and agreement.
5-6	<ul style="list-style-type: none"> • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition. • Some evidence of correct spelling, verb formation, gender and agreement.
7-8	<ul style="list-style-type: none"> • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition. • Significant evidence of correct spelling, verb formation, gender and agreement.
9-10	<ul style="list-style-type: none"> • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition. • Very strong evidence of correct spelling, verb formation, gender and agreement.

Question Number	Answer	Mark
8 (a)	geht	(1)
8 (b)	entschieden	(1)
8 (c)	besten	(1)
8 (d)	hat	(1)
8 (e)	alten	(1)
8 (f)	ist	(1)
8 (g)	finden	(1)
8 (h)	liegt	(1)
8 (i)	kennengelernt/kennen gelernt	(1)
8 (j)	gut	(1)