



# Mark Scheme (Results)

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Pearson Edexcel International GCSE  
In German (4GN1) Paper 02

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## 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 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)           | <p><b>The only correct answer is D der Schule</b></p> <p>A is not a correct answer because Schulzeit does not refer to last year</p> <p>B is not a correct answer because Schulzeit does not refer to university</p> <p>C is not a correct answer because Schulzeit does not refer to birth.</p>                 | (1)  |
| 1 (b)           | <p><b>The only correct answer is C Berlin</b></p> <p>A is not a correct answer because Janina did not attend university in Dresden</p> <p>B is not a correct answer because Janina did not attend university in Munich</p> <p>D is not a correct answer because Janina did not attend university in Hamburg.</p> | (1)  |
| 1 (c)           | <p><b>The only correct answer is A Tanzen</b></p> <p>B is not a correct answer because Janina's favourite activity is not drama</p> <p>C is not a correct answer because Janina's favourite activity is not singing</p> <p>D is not a correct answer because Janina's favourite activity is not watching TV.</p> | (1)  |
| 1 (d)           | <p><b>The only correct answer is B Fernsehen</b></p> <p>A is not a correct answer because you cannot see the series in the cinema</p> <p>C is not a correct answer because you cannot see the series in the theatre</p> <p>D is not a correct answer because you cannot see the series in the dance studio.</p>  | (1)  |
| 1 (e)           | <p><b>The only correct answer is B zwei</b></p> <p>A is not a correct answer because she does not have NO children</p> <p>C is not a correct answer because she does not have three children</p> <p>D is not a correct answer because she does not have four children.</p>                                       | (1)  |
| 1 (f)           | <p><b>The only correct answer is A Mann</b></p> <p>B is not a correct answer because MH was not her agent</p> <p>C is not a correct answer because MH was not her son</p> <p>D is not a correct answer because MH was not her colleague.</p>   | (1)  |

| Question Number | Answer       | Mark |
|-----------------|--------------|------|
| 2 (a)           | M Freizeit   | (1)  |
| 2 (b)           | E gefährlich | (1)  |
| 2 (c)           | J große      | (1)  |
| 2 (d)           | A informativ | (1)  |
| 2 (e)           | F immer      | (1)  |
| 2 (f)           | I Handy      | (1)  |

| Question Number | Answer              | Mark |
|-----------------|---------------------|------|
| 3               | A Malika            | (1)  |
|                 | B Georg             | (1)  |
|                 | C Johann            | (1)  |
|                 | D Johann            | (1)  |
|                 | E Georg             | (1)  |
|                 | F Malika            | (1)  |
|                 | G Johann and Malika | (2)  |

If there are more than 8 crosses, deduct one mark for every extra cross given.

| Question Number | Answer  | Accept  | Reject                      | Mark |
|-----------------|---|---------|-----------------------------|------|
| 4(a)            | Lehrerin  |         |                             | (1)  |
| 4(b)            | (kleines) Dorf  |         |                             | (1)  |
| 4(c)            | sieben Kilometer  |         | zu Fuß                      | (1)  |
| 4(d)            | <b>Two</b> of the following:<br>- Arzt<br>- Lehrer<br>- Bäcker  |         |                             | (2)  |
| 4(e)            | - Deutsch<br>- Mathematik                                       |         | Biologie                    | (2)  |
| 4(f)            | fleißig   |         |                             | (1)  |
| 4(g)            | Privatlehrern   | Lehrern | Lehre                       | (1)  |
| 4(h)            | <b>One</b> of the following:<br>- frei sein<br>- die Welt sehen |         | Firma des Vaters übernehmen | (1)  |

| Question Number | Answer   | Accept         | Reject  | Mark       |
|-----------------|--|----------------|---|------------|
| 5(a)            | <b>One</b> of the following:<br>- heute<br>- in der Zukunft  |                |   | <b>(1)</b> |
| 5(b)            | Das Wasser ist besser.   | Es ist besser. | besser  | <b>(1)</b> |
| 5(c)            | <b>Two</b> of the following:<br>- Schulwanderungen<br>- weniger Papier im Büro<br>- umweltfreundliche Schulgebäude<br>- weniger Abfall   |                | Das Engagement der Schulen<br><br>Alle (Klimaschutz)-aktionen               | <b>(2)</b> |
| 5(d)            | Sie haben Energie gespart.   |                | Lifting of whole sentence   | <b>(1)</b> |
| 5(e)            | <b>One</b> of the following:<br>- 35 Mitglieder<br>- Klimajahr geplant<br>- Lehrer hat/haben geholfen<br>- Sie hat ein Motto   |                |   | <b>(1)</b> |
| 5(f)            | <b>Two</b> of the following:<br>- Recyclingtage<br>- Veggie-day<br>- Klima-flashmob<br>- Modenschau  |                | ...organisieren wir weitere Events.   | <b>(2)</b> |
| 5(g)            | <b>Two</b> of the following:<br>- Sie sehen, wie sich das/ihr Leben verändert<br>- wie sich das/ihr Leben in der Schule verändert<br>- wie sich das/ihr Leben zu Hause verändert |                | Wir sind ein Vorbild.<br><br>Wie unser Projekt ...<br><br>Es wird unser ... | <b>(2)</b> |



| 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"> <li>• Isolated examples of target language vocabulary and structures.</li> <li>• Uses very basic language to write words and phrases.</li> <li>• Isolated examples of accurate language.</li> </ul>   |
| 2               | <ul style="list-style-type: none"> <li>• Uses very familiar and predictable vocabulary and structures, often repetitive.</li> <li>• Uses simple, familiar and predictable language to write short sentences or phrases.</li> <li>• Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms.</li> </ul>             |
| 3               | <ul style="list-style-type: none"> <li>• Uses familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences but this is not sustained.</li> <li>• Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.</li> </ul>                          |
| 4               | <ul style="list-style-type: none"> <li>• Tends towards use of familiar and predictable vocabulary and structures.</li> <li>• Some evidence of manipulation of language to produce sentences.</li> <li>• Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.</li> </ul> |
| 5               | <ul style="list-style-type: none"> <li>• Uses a range of vocabulary and grammatical structures.</li> <li>• Language manipulated to produce fluent sentences.</li> <li>• Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.</li> </ul>  |

| Question Number | Communication and Content   |
|-----------------|---|
| 7(a)            | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• ob Geld für dich wichtig ist oder nicht</li> <li>• wie du als Kind dein Taschengeld ausgegeben hast</li> <li>• wie ein toller Shoppingtrip sein soll</li> <li>• was du mit deinem Geld nächsten Monat machen wirst.</li> </ul>   |
| (b)             | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• wie dir das Leben in deiner Gegend gefällt</li> <li>• deine Meinung zu Traditionen in deinem Land</li> <li>• das beste Fest, das du erlebt hast</li> <li>• was für ein Fest deine Gegend nächstes Jahr plant.</li> </ul>   |
| (c)             | <p>The candidate should have referred to the following bullet points:</p> <ul style="list-style-type: none"> <li>• die Vorteile von Schulregeln</li> <li>• warum du manche Schulregeln nicht magst</li> <li>• was du neulich in der Schule falsch gemacht hast</li> <li>• wie die ideale Schule für Kinder in der Zukunft sein wird.</li> </ul> <p>Maximum of band 7-8 if one bullet is not addressed.<br/> Maximum of band 5-6 if two bullets are not addressed.<br/> Maximum of band 3-4 if three bullets are not addressed.<br/> Candidate scores 0 if no bullets have been addressed.</p> |

| Mark | Descriptor  |
|------|---|
| 0    | No rewardable material.   |
| 1-2  | <ul style="list-style-type: none"> <li>• The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>• The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>                         |
| 3-4  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.</li> </ul> |
| 5-6  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |

|                        |   |
|------------------------|---|
|                        | <ul style="list-style-type: none"> <li>The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.</li> </ul>  |
| 7-8                    | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |
| 9-10                   | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>                            |
| <b>Question number</b> | <b>Linguistic knowledge and accuracy</b>  |
| <b>7</b>               |   |
| <b>Mark</b>            | <b>Descriptor</b>   |
| 0                      | No rewardable material.   |
| 1-2                    | <ul style="list-style-type: none"> <li>Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.</li> <li>Very little evidence of correct spelling, verb formation, gender and agreement.</li> </ul>  |
| 3-4                    | <ul style="list-style-type: none"> <li>Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.</li> <li>Occasional evidence of correct spelling, verb formation, gender and agreement.</li> </ul>  |
| 5-6                    | <ul style="list-style-type: none"> <li>Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.</li> <li>Some evidence of correct spelling, verb formation, gender and agreement.</li> </ul>  |
| 7-8                    | <ul style="list-style-type: none"> <li>Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.</li> <li>Significant evidence of correct spelling, verb formation, gender and agreement.</li> </ul>   |
| 9-10                   | <ul style="list-style-type: none"> <li>Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.</li> <li>Very strong evidence of correct spelling, verb formation, gender and agreement.</li> </ul>  |

| <b>Question Number</b> | <b>Answer</b> | <b>Mark</b> |
|------------------------|---------------|-------------|
| <b>8 (a)</b>           | langen        | <b>(1)</b>  |
| <b>8 (b)</b>           | scheint       | <b>(1)</b>  |
| <b>8 (c)</b>           | gespielt      | <b>(1)</b>  |
| <b>8 (d)</b>           | war           | <b>(1)</b>  |
| <b>8 (e)</b>           | ruhig         | <b>(1)</b>  |
| <b>8 (f)</b>           | trägt         | <b>(1)</b>  |
| <b>8 (g)</b>           | liegt         | <b>(1)</b>  |
| <b>8 (h)</b>           | gegeben       | <b>(1)</b>  |
| <b>8 (i)</b>           | ihren         | <b>(1)</b>  |
| <b>8 (j)</b>           | haben         | <b>(1)</b>  |

