



GERMAN (PRINCIPAL)

9780/03

Paper 3 Writing and Usage

May/June 2018

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **6** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Part I: Discursive Essay (40 marks)

- **Accuracy and linguistic range (24 marks) [AO2]**
- **Development and organisation of ideas (16 marks) [AO3]**

Accuracy and linguistic range

| | | |
|-------|---------------------|--|
| 22–24 | <i>Excellent</i> | Almost flawless. Excellent range of vocabulary and complex sentence patterns. Good sense of idiom. |
| 18–21 | <i>Very good</i> | Highly accurate. Wide range of vocabulary and complex sentence patterns. Some sense of idiom. |
| 14–17 | <i>Good</i> | Generally accurate. Good range of vocabulary and some complex sentence patterns. |
| 10–13 | <i>Satisfactory</i> | Predominantly simple patterns correctly used and/or some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. |
| 6–9 | <i>Weak</i> | Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary. |
| 1–5 | <i>Poor</i> | Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary. |
| 0 | | No relevant material presented. |

Development and organisation of ideas

| | | |
|-------|---------------------|---|
| 15–16 | <i>Excellent</i> | Implications of question fully grasped. Ideas and arguments very effectively organised, illustrated with relevant examples. Wholly convincing. |
| 12–14 | <i>Very good</i> | Most implications of question explored. Ideas and arguments well organised, illustrated with relevant examples. Coherent argument. |
| 9–11 | <i>Good</i> | Main implications of question explored. Organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument. |
| 6–8 | <i>Satisfactory</i> | Some implications of question explored. Patchy or unambitious organisation, but with some attempt at illustration. Some irrelevant material. |
| 3–5 | <i>Weak</i> | Limited understanding of question. A few relevant points made. Rambling and/or repetitive. Ideas and arguments poorly developed. |
| 1–2 | <i>Poor</i> | Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Disorganised, unsubstantiated and undeveloped. |
| 0 | | No relevant material presented. |

| Question | Answer | Marks |
|--|--|-------|
| Part II: Usage of German (20 marks) | | |
| Übung 1 | | |
| 2 | An welcher Haltestelle stiegen Sie gestern Abend aus? Or: An welcher Haltestelle sind Sie gestern Abend ausgestiegen? | 1 |
| 3 | Karola stellt sich nie gerne an der Kasse an. | 1 |
| 4 | Vor zwei Tagen schnitt Herr Jansen die Hecke seines Nachbarn. Or: Vor zwei Tagen hat Herr Jansen die Hecke seines Nachbarn geschnitten. | 1 |
| 5 | Das wird schon damals in den besten Familien vorgekommen sein | 1 |
| 6 | Es scheint, als ob sich die Jahreszeiten in den letzten zehn Jahren verschoben hätten/haben. | 1 |

| Question | Answer | Marks |
|----------------|---|-------|
| Übung 2 | | |
| 7 | Weil es gestern sehr kalt war, konnten wir nicht zum Schwimmen gehen. | 1 |
| 8 | Um nicht aus der Wohnung ausziehen zu müssen, habe ich einen Teilzeitjob angenommen./ Um nicht aus der Wohnung ausziehen zu müssen, musste ich einen Teilzeitjob annehmen. | 1 |
| 9 | Jörg behauptet, dass es billiger sei/ist, mit dem Zug als mit dem Auto zu fahren | 1 |
| 10 | Durch das Tragen eines Helms/von einem Helm schützen sich Motorradfahrer vor Kopfverletzungen. | 1 |
| 11 | Der Firma ist von einem Computer-Hacker mächtig geschadet worden./Der Firma hat ein Computer-Hacker mächtig geschadet./Der Firma wurde von einem Computer-Hacker mächtig geschadet. | 1 |

| Question | Answer | Marks |
|--|-------------------|-------|
| Übung 3: Award a tick for each correct response, then see the conversion table to turn the ticks into marks | | |
| 12 | D einmal | |
| 13 | A bei | |
| 14 | B sind | |
| 15 | D viel | |
| 16 | C um | |
| 17 | D der | |
| 18 | B zwar | |
| 19 | C regelten | |
| 20 | C mit | |
| 21 | D gegeben | |
| 22 | A jedoch | |
| 23 | A auf | |
| 24 | B wenn | |
| 25 | B tue | |
| 26 | C als | |
| 27 | A nähert | |
| 28 | A herum | |
| 29 | C andere | |
| 30 | B dass | |
| 31 | B gebe | |

Conversion table:

| Number of ticks | Mark |
|------------------------|-------------|
| 19–20 | 10 |
| 17–18 | 9 |
| 15–16 | 8 |
| 13–14 | 7 |
| 11–12 | 6 |
| 9–10 | 5 |
| 7–8 | 4 |
| 5–6 | 3 |
| 3–4 | 2 |
| 1–2 | 1 |
| 0 | 0 |