

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2013 series

9780 PRINCIPLE COURSE GERMAN

9780/03

Paper 3 (Writing and Usage), maximum raw mark 60

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Part I: Discursive Essay (40 marks)

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

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Indicative content

Candidates are free to interpret the question in any way they wish. The following notes are not intended to be prescriptive but to give an indication of some of the points which could be made in response to the question. They are not exhaustive.

(a) Candidates may:

- make historical and economic comparisons between African countries and industrialised countries in the West
- discuss possible reasons for poverty and hunger in Africa, e.g. colonialism, climate, unequal distribution of wealth, war, disease, exploitation by the West, corruption, etc.
- suggest what could be done to help, e.g. do voluntary work in Africa, offer financial support to aid organisations, buy fair trade products, fund educational projects, donate goods, etc.

(b) Candidates may:

- discuss the educational benefits of travel, e.g. using other languages, dealing with unfamiliar situations in another culture, meeting new people and learning about local traditions, etc.
- investigate differences between travelling/travel and being/going on holiday
- argue why travel might make a person more or less tolerant, e.g. by acquiring knowledge of other culture; by encountering racism or other negative experiences abroad, etc.

(c) Candidates may:

- discuss why some parents choose or choose not to have their children vaccinated, e.g. for socio-cultural reasons, for religious reasons, for medical reasons, etc.
- refer to and discuss relevant scientific and medical evidence or lack thereof
- discuss whether governments have the right to enforce child vaccination.

(d) Candidates may:

- discuss the right of the media to disseminate information about celebrities and well-known people without their consent or prior knowledge
- discuss whether there is a limit to a well-known person's right to privacy and the public's right to know
- argue whether or not a well-known person's occupation has any bearing on how much or how little the public is entitled to know about their private life.

(e) Candidates may:

- discuss why young people hold protests, e.g. because unemployment affects their age group particularly badly as they lack professional experience; because they feel that their concerns are not being taken seriously and want politicians to take proper notice of their plight; because protest fosters a sense of solidarity, etc.
- compare the socio-economic circumstances for young people in different countries and at different times in the past
- argue why protest or some forms of protest may or may not be acceptable.

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Part II: Usage of German (20 marks)

Übung 1

2 **Wollt** ihr am Wochenende mit ans Meer fahren?

Accept: **Wollt** ihr am Wochenende ans Meer **mitfahren**?

Or: **Wolltet** ihr am Wochenende mit ans Meer fahren?

3 Als es dunkel wurde, **machten** wir das Licht am Eingang **an**.

4 Heute Abend **ziehe** ich **mich** für die Oper besonders elegant **an**.

Or: Heute Abend **zog** ich **mich** für die Oper besonders elegant **an**.

Or: Heute Abend **werde** ich **mich** für die Oper besonders elegant **anziehen**.

5 Weißt du, wer das erste Auto **erfunden hat**?

Or: Weißt du, wer das erste Auto **erfand**?

6 Wenn ich mehr für die Prüfung gelernt hätte, **bekäme** ich eine bessere Note.

Or: ..., **hätte** ich eine besser Note **bekommen**.

Or: ..., **würde** ich eine bessere Note bekommen **haben**.

Or: ..., **würde** ich eine bessere Note bekommen.

[5]

Übung 2

7 Weil er gewinnen will, trainiert er jede freie Minute für den Wettbewerb.

8 Obgleich wir keine Karten haben, fahren wir zum Fußballländerspiel.

9 Bei [unserer] Ankunft in Hamburg fanden wir kein Hotel/haben wir kein Hotel gefunden.

10 Damit du unabhängig bist, solltest du dir ein eigenes Auto kaufen.

11 Franz meinte, dass, wenn sie sich beeilten, sie den Bus noch bekommen könnten.

Or: Franz meinte, dass, wenn sie sich [wir uns] beeilten, sie [wir] den Bus noch bekommen könnten.

Or: Franz meinte, dass, sie [wir] den Bus noch bekommen könnten, wenn sie sich [wir uns] beeilten.

[5]

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Übung 3

12	A über
13	C verschiedene
14	D eines
15	B um
16	B die
17	C können
18	A mehrerer
19	B meisten
20	A gegeneinander
21	D oft
22	A eine
23	B fehlt
24	C spätere
25	B den
26	A geraten
27	C zum
28	A abgefragt
29	A offen
30	C dass
31	D werden

[20 ÷ 2 = 10]