



GERMAN (PRINCIPAL)

9780/03

Paper 3 Writing and Usage

May/June 2017

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **4** printed pages.

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 | Fährst du nächste Woche mit nach Zürich? Or: Fährst du nächste Woche nach Zürich mit? Or: Willst/wirst du nächste Woche nach Zürich mitfahren? | 1 |
| 3 | „Karl und Gudrun, stellt euch/stellen Sie sich ein Leben ohne Internet vor!“ | 1 |
| 4 | Jonas ist gestern Abend eingetroffen./Jonas traf gestern Abend ein. | 1 |
| 5 | Mäntel und Taschen müssen an der Garderobe abgegeben werden. | 1 |
| 6 | Wenn sie ihm eine ehrliche Antwort gegeben hätte, wäre das Problem gar nicht erst entstanden./Hätte sie ihm eine ehrliche Antwort gegeben, (so) wäre das Problem gar nicht erst entstanden. | 1 |
| | Total: | 5 |

| Question | Answer | Marks |
|----------------|--|----------|
| Übung 2 | | |
| 7 | Obwohl es seit Wochen nicht geregnet hat, ist das Gras letztendlich nicht vertrocknet/ist letztendlich das Gras nicht vertrocknet. | 1 |
| 8 | Trotz seiner vielen Qualifikationen hat er die Stelle nicht bekommen. | 1 |
| 9 | Er meinte, das Medizinstudium sei/wäre viel härter als alle anderen Studiengänge/, dass das Medizinstudium härter als alle anderen Studiengänge ist/sei. | 1 |
| 10 | Wir treten dafür ein, dass die Todesstrafe abgeschafft wird/werden soll. | 1 |
| 11 | Weder kann ich vor 19 Uhr fahren, noch weiß ich, wie ich fahren werde. Weder weiß ich wie ich fahren werde, noch kann ich vor 19 Uhr fahren. | 1 |
| | Total: | 5 |

| Question | Answer | Marks |
|----------------|-----------------|-------|
| Übung 3 | | |
| 12 | D am | 1 |
| 13 | A noch | 1 |
| 14 | D seines | 1 |

| Question | Answer | Marks |
|-----------------|----------------------|--------------|
| 15 | C wäre | 1 |
| 16 | D Da | 1 |
| 17 | B in | 1 |
| 18 | D vom | 1 |
| 19 | C jedem | 1 |
| 20 | D liegt | 1 |
| 21 | A durch | 1 |
| 22 | A der | 1 |
| 23 | C dazu | 1 |
| 24 | D knapper | 1 |
| 25 | B die | 1 |
| 26 | C dass | 1 |
| 27 | A einmal | 1 |
| 28 | B dazu | 1 |
| 29 | B schon | 1 |
| 30 | D sowie | 1 |
| 31 | A macht | 1 |
| | Total: [20÷2] | 10 |