

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9780 PRINCIPAL 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 must be read in conjunction with the question papers and the report on the examination.

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<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2011</b>	<b>9780</b>	<b>03</b>

**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.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2011</b>	<b>9780</b>	<b>03</b>

### **Discursive Essay 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 by no means exhaustive. Any well structured, coherent and linguistically accurate answer will score high marks. Candidates are not graded on their opinion; it is solely the presentation of their argument that counts.

**(a) „Ohne Religion gäbe es weniger Gründe, Kriege zu führen.“ Nehmen Sie Stellung zu dieser Aussage.**

A variety of approaches would be valid. Candidates could discuss whether wars are mainly based on tensions arising from religious differences. They may wish to discuss the extent to which religion influences societies and cultures and give examples to substantiate their views. One line of enquiry could be to look back at history and describe and analyse different conflicts in which religion played a significant role. Some candidates may, to a greater or lesser degree, disagree with the statement and point to wars rooted in ethnic conflict or economic rivalry. Conclusion.

**(b) „Deutschland sollte endlich seine Atomkraftwerke für immer abschalten und mehr in alternative Energien investieren.“ Finden Sie das auch?**

Points mentioned might include concerns over the safety and security of nuclear power stations, e.g. possible terrorist attacks, the threat posed by natural disasters such as the tsunami in Japan, and the risk of human error. Issues to do with nuclear waste, which is difficult to dispose of and expensive to recycle, may also be discussed. Candidates could also describe and evaluate the viability of a variety of alternative energy resources. They may point out that Germany is surrounded by countries that utilise nuclear power, which would still leave the country exposed to its hazards. Some might also argue that closing nuclear facilities could harm Germany's economy and that its citizens could be faced with higher energy bills if the comparatively cheaper nuclear electricity is replaced by less problematic but more expensive alternative power resources. Conclusion.

**(c) „Die Menschen haben heutzutage zu viel Freizeit.“ Was meinen Sie dazu?**

There are a number of possible approaches to this title. Candidates may want to assess the extent to which the amount of free time has changed during the last three centuries, if at all. They may also wish to test the veracity of this statement in the context of different cultures and the different social attitudes within cultures through the use of apposite examples. The free time available to different groups, such as young people, the working population and retired people, could be usefully compared. Consideration may also be given to the mental and physical benefits of free time. Candidates may describe various free time activities as part of detailed evaluation of the merits or demerits of free time. Conclusion.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2011</b>	<b>9780</b>	<b>03</b>

- (d) „Leistungssport kann die Gesundheit und die soziale Entwicklung eines jungen Menschen total zerstören.“ Diskutieren Sie diese Behauptung.**

The topic invites candidates to analyse whether the use of the superlative phrase “*total zerstören*” is justified in connection with competitive sport. Any pertinent examples from personal experience or from the world of sports that put this statement to the test will be justified as long as they tie in with the sporting lives of young people. Examples may range from the impact of serious sports injuries to the psychological benefits of competitive sports on a young life; good responses will usually cover beneficial and potentially harmful issues relating to the health as well as the social development of young people. Conclusion.

- (e) „Mit dem Recht auf Reisen kommen auch Pflichten.“ Stimmen Sie damit überein?**

Candidates may wish to discuss how tourism impacts negatively on the environment. They may recommend that travellers should take responsibility in choosing an environmentally friendly mode of transport. The negative behaviour of tourists on holiday in different cultures could also be described and evaluated. As a counterweight to this view, candidates may also wish to highlight and assess the economic impact tourism has on jobs for people in the tourist industry. Any relevant personal experiences may be deployed effectively to bolster the line of argument that candidates wish to take. Conclusion.

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2011</b>	<b>9780</b>	<b>03</b>

## Part II: Use of German (20 marks)

### Übung 1

- 2 Gestern war meine Schwester auf dem Arbeitsamt und **suchte** nach einem besseren Job. (*accept also: hat...gesucht*)
- 3 Wenn eine Frau die gleiche Arbeit macht wie ein Mann, **soll / sollte** sie auch genauso viel verdienen wie er.
- 4 Am Wochenende bin ich in der Stadt gewesen und **habe** mich mit meinen Freunden **getroffen**. (*accept also: traf mich*)
- 5 Nächsten Sommer **werde** ich mit einer Freundin in die Schweiz **fahren**.  
Or:  
Nächsten Sommer **fahre** ich mit einer Freundin in die Schweiz.
- 6 Wenn mein Vater genug Geld gehabt hätte, **hätte** er für die ganze Familie eine Reise nach Florida **gebucht**.  
Or:  
Wenn mein Vater genug Geld gehabt hätte, **würde** er für die ganze Familie eine Reise nach Florida **gebucht haben**.

[5]

### Übung 2

- 7 Wenn ich jeden Tag die Zeitung lese, weiß ich, was in der Welt passiert. Or: Ich weiß, was in der Welt passiert, wenn ich jeden Tag die Zeitung lese.
- 8 Weil wir ein großes Haus haben, wohnen meine Großeltern auch bei uns. Or: Weil meine Großeltern auch bei uns wohnen, haben wir ein großes Haus. Or: Wir haben ein großes Haus, weil meine Großeltern auch bei uns wohnen.
- 9 Er sagte, am Wochenende gingen sie alle zusammen ins Restaurant. (*accept also: würden...gehen; ...gingen wir...*)
- 10 Nachdem mein Bruder auf der Party gestern zu viel Bier getrunken hat / hatte, hat er heute einen Kater. (*accept also: trank*)
- 11 Es scheint, als ob die Politiker nur über den Umweltschutz reden / redeten / reden würden.

[5]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9780	03

### Übung 3

Beispiel	einen	<u>sich</u>	man	uns
12	die	dem	<u>der</u>	den
13	<u>weil</u>	denn	und	aber
14	hatte	<u>hat</u>	gehabt	haben
15	ein	einen	eines	<u>einem</u>
16	Neben	Im	Hinter	<u>In</u>
17	denn	<u>aber</u>	jedoch	weil
18	verträglich	verträglichster	<u>verträglicher</u>	verträglichen
19	<u>vom</u>	auf	an	in
20	<u>Ihre</u>	Ihr	Ihren	Ihrem
21	seien	war	sein	<u>sei</u>
22	kommt	<u>kommen</u>	kommst	kam
23	hoch	höher	<u>hohe</u>	hohen
24	oder	und	<u>sondern</u>	zwar
25	<u>zwingen</u>	zwingt	zwang	gezwungen
26	Aber	<u>Und</u>	Oder	Denn
27	setzen	halten	nehmen	<u>stellen</u>
28	veranstaltete	veranstaltet	<u>veranstalten</u>	veranstaltest
39	ihr	ihrer	ihrem	<u>ihren</u>
30	fertig	<u>Schluss</u>	genug	beendet
31	<u>besser</u>	gut	bessere	gute

[20 ÷ 2 = 10]