Cambridge
Pre-U

Example Candidate Responses
(Standards Booklet)

Cambridge Pre-U
German – Paper 1 (Speaking)
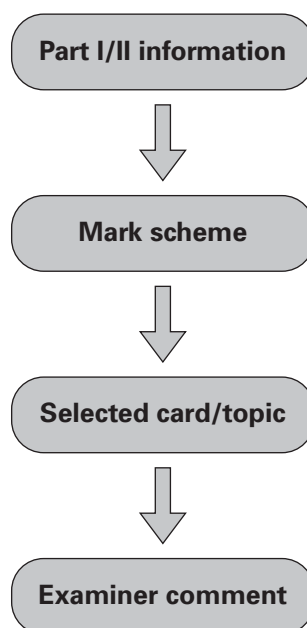## 9780

Cambridge Pre-U

Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge Pre-U, and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

Cambridge Pre-U is reported in three bands (Distinction, Merit and Pass) each divided into three grades (D1, D2, D3; M1, M2, M3; P1, P2, P3).

In this booklet a range of candidate responses has been chosen to illustrate different grades. The examples selected are at D1, D3 and M1. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for both parts of Paper 1 has been adopted:

```
┌─────────────────────────┐
│  Part I/II information   │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      Mark scheme        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Selected card/topic   │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Examiner comment     │
└─────────────────────────┘
```

Information about each part is followed by an extract from the mark scheme used by examiners. This, in turn, is followed by the card or topic that the candidate has selected to talk about, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades. The candidate recording that accompanies each examiner commentary is available to download from Teacher Support at http://teachers.cie.org.uk

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at http://teachers.cie.org.uk

Components at a glance

Component	Name	Duration	Weighting (%)	Type of assessment
1	Speaking	c. 16 minutes	25	Externally assessed oral
2	Reading and Listening	2 hours 15 minutes	25	Externally set and marked written paper
3	Writing and Usage	2 hours 15 minutes	25	Externally set and marked written paper
4	Topics and Texts	2 hours 30 minutes	25	Externally set and marked written paper

This booklet contains examiner comments for a selection of example candidate responses (recordings) for Paper 1 (Speaking). An Example Candidate Responses booklet for Papers 2, 3 and 4 can be found at Teacher Support http://teachers.cie.org.uk

Overview of Paper 1

30 marks – overview of article for up to 1 minute, discussion for up to 3 minutes, broadening of the discussion for up to 4 minutes

30 marks – prepared topic discussion (about 8 minutes)

Teachers are reminded that a full syllabus and other teacher support materials are available at www.cie.org.uk.

Part I: Newspaper article and related themes

Discussion of an article and related themes (about 8 minutes)

Twenty minutes before the start of their oral, candidates will choose a newspaper article with a title in the target language and a general topic heading in English (maximum length 200 words) from a choice of four. Each article and heading will relate to one of the topic areas in the syllabus. Candidates will present an overview of the article to the Visiting Examiner for up to one minute. Then, in a discussion with the Examiner lasting for up to 3 minutes, candidates will put forward their opinions on the text and the issues arising from it. It is intended that the article will be a springboard for discussion, so a detailed analysis will not be required. The Examiner will broaden the discussion according to the general heading on the card (4 minutes). Dictionaries are not allowed. Candidates may make notes during the preparation time and use these as a prompt during the task. They must not read out prepared material. Mark grids will assess comprehension and discussion as well as linguistic competence.

Mark scheme

Comprehension and discussion (14 marks)	Range and accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent understanding of article and response to examiner's prompts. Shows initiative in developing discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Very good understanding of article and response to examiner's prompts. Responds readily without undue hesitation.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good Good understanding of article and response to examiner's prompts. Reasonably forthcoming but tends to follow examiner's lead	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Adequate understanding of article and response to most of examiner's prompts. Has difficulty with more complicated ideas.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited understanding of article and very limited responses, with marked hesitation.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Minimal understanding of article and response to examiner's prompts.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication
0 No significant understanding of article and response to examiner's prompts.	**0** No rewardable language	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Card 3

Theme: Media

UNESCO-Tag der Pressefreiheit

Pressefreiheit ist extrem wichtig. Daran soll der Internationale Tag der Pressefreiheit am 3. Mai erinnern. Eine vor kurzem veröffentlichte Studie berichtet, dass es weltweit immer weniger Pressefreiheit gibt. Nicht nur in autoritären Ländern, wie dem Iran, wird die freie Arbeit von Journalisten verhindert. Auch in Russland können Journalisten noch immer nicht frei vom Einfluss der Regierung arbeiten, heißt es in der Studie. In Westeuropa gab es Kritik an Italien, wo ein zu großer Einfluss der Regierung auf die Medien festgestellt wurde.

Viele Journalisten müssen aus ihrem Land fliehen. Ein Beispiel für diese Situation ist etwa der iranische Fotojournalist Amin Aref, der trotz Verbots Bilder von einer blutigen Demonstration im Internet veröffentlicht hatte. Aref wurde festgenommen, aber einen Tag später wieder freigelassen. Er hatte Angst um sein Leben und ging deshalb nach Frankreich ins Exil. Allerdings hat er da als Asylant keine Arbeitserlaubnis. „Ich darf nicht arbeiten, ich kann überhaupt nichts machen", so sagte Aref kürzlich in einem Interview.

Weniger dramatisch ist die Situation in Deutschland, aber auch hier muss um Pressefreiheit gekämpft werden, meinen viele Leute. Presse- und Informationsfreiheit sind Grundlagen einer Demokratie, und nur Menschen, die gut informiert sind, werden sich wirklich demokratisch verhalten.

Recording: 9780_12_German_ECR_Part1_D1.mp3

Examiner comment – grade D1

Comprehension and discussion

The candidate gives a brief summary of the text in which a number of the most important points are mentioned. From the outset, the answers provided are considered and comprehensive. The candidate takes the initiative, gives pertinent answers to questions and illustrates his points successfully with well-chosen examples from recent history (e.g. Christian Wulff). The candidate speaks fluently and shows great depth in his responses.

Mark awarded = 14 out of 14

Range and accuracy

Throughout the test the candidate uses complex linguistic structures, such as subjunctives, passives and relative clauses, with confidence and ease. The candidate also uses a wide range of topic-specific vocabulary. Accuracy is a little uneven; while some of the most complex structures are presented without any grammatical errors, some elementary mistakes do occur. The candidate's ambition is, nevertheless, impressive and he receives a high mark for the large number of accurate and complex linguistic structures he has produced.

Mark awarded = 8 out of 10

Pronunciation and intonation

In spite of the mispronunciation of some words (e.g. *Grenze*, *autoritär*, *manipuliert*), the candidate's pronunciation and intonation are generally very good.

Mark awarded = 5 out of 6

Total mark awarded = 27 out of 30

Example candidate response – grade D3

Card 2

Theme: Sport

Doping im sportlichen Alltag

Das Problem des Dopings im Profisport kennen wir aus den Medien. Dass aber auch im Amateursport gedopt wird, ist eher schockierend. Tests bei Amateuren brachten zum Teil erschütternde Ergebnisse: Bei Radfahrern in Belgien testeten über 10 Prozent positiv, beim letzten Jungfrau-Marathon in der Schweiz wurden 34 Prozent der Hobbyläufer positiv getestet, und auch 7 Prozent der Frauen und 22 Prozent der Männer in Fitnessstudios nehmen dem Bericht zufolge unerlaubte Dopingmittel. Der Sportarzt Hans Carsten denkt, dass das hauptsächliche Motiv der Hobbysportler ist, besser aussehen zu wollen.

Jörg Jensen war Bodybuilder. Zehn Jahre lang hatte er Pillen geschluckt, bis er vor zwei Jahren begann, Magenschmerzen zu haben. Auch heute lebt er noch mit den Schmerzen, die durch seinen Konsum der Dopingmittel verursacht wurden.

Jetzt kämpft Jensen gegen Doping im Hobbysport. Er besucht Fitnessstudios und klärt die jungen Bodybuilder über die Risiken und Gefahren des Doping-Missbrauchs auf. Im Internet hat er ein Forum eingerichtet, wo sich gefährdete Freizeitsportler darüber informieren können.

Der Substanzmissbrauch zur Leistungssteigerung betrifft aber nicht nur den sportlichen Bereich. Er gehört für viele Menschen zum Alltag. Schon Kaffee, Tee oder „Power Drinks" haben Auswirkungen auf den Körper. Vielleicht sollte jeder einmal seine Alltagsgewohnheiten überprüfen....

Recording**:** 9780_12_German_ECR_Part1_D3.mp3

Examiner comment – grade D3

Comprehension and discussion

The candidate's summary shows a very good understanding of the text. He expresses the main points raised in the text in a competent and confident manner. In the subsequent questions on the text, he conveys his ideas on the topic well, presents sound arguments and clearly shows that he has thought about the issues raised in the text. He responds in a considered and competent manner to the questions on the broader topic. There is no undue hesitation during the text discussion.

Mark awarded = 12 out of 14

Range and accuracy

Although the candidate's accuracy is generally sound, it is also at times uneven, particularly with infinitive constructions. Complex linguistic structures are attempted, but the range of successfully executed structures is not sufficiently varied to warrant a mark in the 'Very good' box. The candidate's vocabulary is good but there are occasions when he is searching for the right word or he uses a wrong one (*beleidigt* instead of *schockiert*). Nevertheless, none of the errors impair effective communication.

Mark awarded = 6 out of 10

Pronunciation and intonation

Some words were mispronounced (e.g. *Universität*) and not all sounds were authentically German (e.g. the letter 'z'). Overall, however, the candidate's pronunciation and intonation were very good.

Mark awarded = 5 out of 6

Total mark awarded = 23 out of 30

Example candidate response – grade M1

Card 4

Theme: Employment and unemployment

Arbeitslosigkeit – eine vielseitige Misere

Wer wünscht sich nicht manchmal, für eine Zeitlang nicht arbeiten zu müssen? Doch Arbeitslosigkeit ist ein Zustand, über den sich die wenigsten freuen. Der Verlust des Arbeitsplatzes hat nicht nur finanzielle Auswirkungen. Oft werden auch aus Scham soziale Kontakte reduziert, um die Arbeitslosigkeit nicht zugeben zu müssen. Den Arbeitsplatz zu verlieren kann zu Langeweile und zu Hoffnungslosigkeit führen und endet oft in einer Depression.

In jedem Fall aber führt das reduzierte Einkommen zu Einschränkungen im monatlichen Haushaltsbudget. Aufgrund der verschlechterten finanziellen Situation müssen die Kinder akzeptieren, dass sie weniger, in manchen Fällen gar kein Taschengeld mehr bekommen. Die gesamte Familie muss ihre Freizeitaktivitäten einschränken und Urlaubsreisen müssen ausfallen.

Die Arbeitslosigkeit eines Elternteils trifft die Familie nicht nur im finanziellen, sondern auch im psychosozialen Bereich: Das Kind schämt sich wegen seiner alten oder billigen Kleidung, mag aber nicht zugeben, dass Mutter oder Vater arbeitslos ist, und zieht sich deshalb aus seinem Freundeskreis zurück. Oft werden auch die Noten in der Schule schlechter.

Wie Familien mit der Arbeitslosigkeit eines oder mehrerer ihrer Mitglieder umgehen, kann sehr unterschiedlich sein. Helfen können dabei verschiedene Einrichtungen: Neben der finanziellen Unterstützung durch das Arbeitsamt können sie sich in einem Familientherapiezentrum beraten lassen.

Recording: 9780_12_German_ECR_Part1_M1.mp3

Examiner comment – grade M1

Comprehension and discussion

The summary of the text given by this candidate is rather patchy. Nevertheless, a number of relevant details are mentioned in answer to questions from the examiner, which shows that the candidate has generally understood the text. Similarly, the candidate produces competent answers to questions on the wider topic area. Although the candidate replies fairly fluently to all questions, there is some undue hesitation. He also struggles to expand on some of his answers and develop the discussion.

Mark awarded = 8 out of 14

Range and accuracy

The candidate generally displays a good level of accuracy. However, there are weaknesses in some areas, particularly with subject/verb agreements. His use of endings is also inconsistent. Some complex structures, such as relative clauses, are attempted but, on the whole, the language does not have the kind of complexity attempted by the best candidates to merit a mark in the 'Very good' band. The vocabulary used is adequate for the task.

Mark awarded = 6 out of 10

Pronunciation and intonation

The candidate has very good pronunciation and intonation, although occasionally some words are anglicised (*Euro*, *England*) or not pronounced very clearly (*Zone*, *fördern*).

Mark awarded = 5 out of 6

Total mark awarded = 19 out of 30

Part II: Prepared oral topic

Prepared topic discussion (about 8 minutes)

Candidates will research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of an area of the world where the target language is spoken. They will identify 5 to 8 headings within their topic, and submit these to Cambridge two weeks before the oral examination on the form provided. In the examination, candidates will be allowed to present their research for up to 1 minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates can bring the headings into the examination to act as a prompt. They may also bring up to three pieces of visual material. Mark grids will assess knowledge as well as linguistic competence.

Mark scheme

Factual knowledge and opinions (14 marks)	Range and accuracy (10 marks)	Pronunciation and intonation (6 marks)
13–14 Excellent Excellent factual knowledge of subject, understanding, illustration and opinion. Excellent preparation and discussion.	**9–10 Excellent** Excellent level of accuracy. Confident and effective use of wide range of structures.	**6 Excellent** Authentic pronunciation and intonation.
11–12 Very good Comprehensive knowledge of the subject, demonstrating clear understanding and using appropriate illustration. Range of relevant opinion, confidently discussed.	**7–8 Very Good** Very good level of accuracy, over range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	**5 Very good** Very good pronunciation and intonation.
9–10 Good A good range of knowledge, generally well used. Relevant opinions. Ideas discussed well.	**5–6 Good** Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	**4 Good** Generally good pronunciation and intonation.
7–8 Satisfactory Solid base of knowledge, but insecure in some areas. Opinion adequate. Not always able to develop discussion.	**3–4 Satisfactory** Gaps in knowledge of grammar. Communication impaired by errors.	**3 Satisfactory** Satisfactory pronunciation and intonation.
4–6 Weak Limited knowledge, with obvious gaps. Some irrelevance and repetition. Opinions limited. Discussion pedestrian and/or hesitant.	**1–2 Weak** Little evidence of grammatical awareness. Accuracy only in simple forms.	**2 Weak** Many sounds mispronounced.
1–3 Poor Very limited knowledge. Material very thin and vague. Very hesitant discussion.		**1 Poor** Native language heavily influences pronunciation and intonation, impeding communication.
0 No knowledge shown of topic.	**0** No rewardable language	**0** Wholly inauthentic pronunciation and intonation.

Example candidate response – grade D1

Chosen topic: *„Todesfuge" – Ein Gedicht von Paul Celan*

Recording**:** 9780_12_German_ECR_Part2_D1.mp3

Examiner comment

Factual knowledge and opinions

This candidate shows a very good understanding of the historical background to the poem. She manages to give a detailed and convincing interpretation of the images and metaphors, and gives well-argued answers to all questions. There is excellent convergence of in-depth knowledge and personal engagement with the topic. All answers are given with great confidence and a high degree of fluency. Only part of the material prepared by the candidate can be discussed in the allocated time, but it is clear that she would be able to sustain the conversation at a similarly high level for longer.

Mark awarded = 14 out of 14

Range and accuracy

Throughout the test the candidate uses complex linguistic structures, such as subordinate and relative clauses, with confidence and ease. The candidate also uses highly accurate and rich topic-specific vocabulary. The grammatical errors she makes are occasional and minor. This candidate is clearly at ease with German and is able to use it spontaneously throughout the discussion.

Mark awarded = 10 out of 10

Pronunciation and intonation

Whilst the candidate is not a native speaker, her pronunciation is authentically German and her intonation is excellent throughout.

Mark awarded = 6 out of 6

Total mark awarded = 30 out of 30

Example candidate response – grade D3

Chosen topic: *Franz Beckenbauer: „Eine deutsche Ikone"?*

Recording**:** 9780_12_German_ECR_Part2_D3.mp3

Examiner comment

Factual knowledge and opinions

This candidate has prepared his topic well and has very clear views on Franz Beckenbauer. In parts of the conversation he takes the initiative and shows he has comprehensive knowledge of his subject. He develops his ideas competently. His opinion that Beckenbauer should be regarded as an icon, rather than just a celebrity, for instance, is closely argued. Nevertheless, although his personal opinions are given with a good degree of confidence, they are not always fluently expressed. An example of this is his discussion of the role that Beckenbauer has played in football since his retirement from official functions in the game.

Mark awarded = 12 out of 14

Range and accuracy

The candidate uses a variety of complex linguistic structures. These are used accurately and with confidence, particularly in his initial short presentation at the beginning of the test. The candidate also uses adequate topic-specific vocabulary and expresses himself clearly. He makes occasional grammatical errors (for example with inversion, pronouns and idiomatic phrases) but his tenses and agreements are generally reliable.

Mark awarded = 8 out of 10

Pronunciation and intonation

On the whole, the candidate's pronunciation and intonation are very good, although he has some difficulties with the 'z' sound in German, and there are some occasional mispronunciations (e.g. *ärgerlich*).

Mark awarded = 5 out of 6

Total mark awarded = 25 out of 30

Example candidate response – grade M1

Chosen topic: Angela Merkel

Recording: 9780_12_German_ECR_Part2_M1.mp3

Examiner comment

Factual knowledge and opinions

The candidate has prepared her topic well. She has good factual knowledge about Angela Merkel's youth and her political rise to power and offers some good insight into the Chancellor's attempts to deal with the Euro crisis. She provides sufficient information in most of her responses, especially when questions refer to her prepared headings. She is more hesitant and less expansive when asked to give her personal views. When asked why she thinks highly of Angela Merkel, for instance, her answer lacks detail and is not particularly convincing as a result. She generally accepts the examiner's lead and is not inclined to steer or develop the conversation herself.

Mark awarded = 10 out of 14

Range and accuracy

The candidate attempts some complex linguistic structures, including a good number of correct passives examples. On the whole, however, the candidate tends to rely on simpler structures and main clauses. There are weaknesses in her accuracy, particularly with idioms and agreements. Nevertheless, these do not impair effective communication. The candidate also has an adequate range of topic-specific vocabulary.

Mark awarded = 6 out of 10

Pronunciation and intonation

The candidate's pronunciation is of a good standard, although there are a number of mispronunciations (e.g. *Akademie*) and the candidate has difficulties with some sounds (the 'r' sound is rather anglicised, for example). Throughout, the candidate shows good intonation.

Mark awarded = 4 out of 6

Total mark awarded = 20 out of 30

7407367201