
GERMAN (PRINCIPAL)

9780/03

Paper 3 Writing and Usage

For Examination from 2016

SPECIMEN MARK SCHEME

2 hours 15 minutes

MAXIMUM MARK: 60

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

This document consists of **5** printed pages and **1** blank page.

Part I: Writing (40 marks)

1 Discursive Essay

- 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.

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.

(a) „Das Bildungssystem ist heutzutage eine Katastrophe.“ Nehmen Sie Stellung zu dieser Aussage.

Candidates may include:

- a description and an evaluation of a particular school system (e.g. British)
- comparisons with other school system(s) (e.g. German)
- implications for Higher Education and/or apprenticeships and vocational training.

(b) „Bücher und Bibliotheken braucht man in der heutigen Zeit nicht mehr.“ Finden Sie das auch?

Candidates may include:

- reasons for keeping books and libraries
- reasons for cutting funds and/or abolishing libraries
- a discussion of the use of modern reading technology versus conventional reading methods.

(c) „Die Olympischen Spiele sind eins der wichtigsten globalen Ereignisse.“ Was meinen Sie dazu?

Candidates may include:

- relevant historical knowledge of the Olympics
- reasons why the Olympics may or may not be important for promoting world peace and/or mutual understanding
- a discussion of the different perceptions of the prestige of the Games
- a discussion of the cost and benefits of the Games, financial or otherwise.

(d) „Aufgrund seiner Geschichte ist es die Pflicht Deutschlands, den Euro und die EU zu retten.“ Diskutieren Sie diese Behauptung.

Candidates may include:

- relevant historical facts, including knowledge of current affairs
- reference to German attitudes to the Euro and the EU
- personal interpretations of historical facts in a coherent argument.

(e) „Die Regierung hat die Aufgabe, positiv auf die Essgewohnheiten der Bürger einzuwirken.“ Nehmen Sie Stellung zu dieser Aussage.

Candidates may include:

- a discussion of personal choice versus government policy, e.g. with regard to the possible banning of certain foods and drinks from schools
- a discussion of the ramifications of government policy for businesses, schools and families.

Part II: Usage (20 marks)

Übung 1

Q. No.	Accept	Mark	Reject
2	Es ist nicht immer einfach, einen guten Ausbildungsplatz auszusuchen	[1]	
3	Letzten Oktober habe ich mich an der Universität in Berlin eingeschrieben / ... schrieb ich mich ein.	[1]	
4	In den Ferien sind wir mit der ganzen Familie auf die Malediven geflogen.	[1]	
5	Weil er zweimal ‚mangelhaft‘ bekommen hat, muss er am Ende der Sommerferien eine Nachprüfung machen.	[1]	
6	Wenn wir die Lotterie gewonnen hätten, hätten wir für jedes Familienmitglied ein eigenes Auto gekauft.	[1]	

[Total: 5]
[AO2]

Übung 2

Q. No.	Accept	Mark	Reject
7	Weil ich jeden Tag lerne, schneide ich gut in meinen Prüfungen ab.	[1]	
8	Da unser Schultag von 8.00 bis 16.00 dauert, essen wir jeden Tag in der Mensa.	[1]	
9	Maria sagte, dass sie sich nächstes Jahr auf einen dualen Ausbildungsplatz bewerbe.	[1]	
10	Obwohl die ganze Abiturklasse eigentlich nach der letzten Klausur zusammen feiern wollte, gingen schließlich doch alle müde nach Hause.	[1]	
11	Es scheint, dass alle Arbeitnehmer in der Zukunft erst mit 67 Jahren in Rente gehen dürften.	[1]	

[Total: 5]
[AO2]

Übung 3 (One tick for each, then see conversion table below.)

Question number	Correct Option	Correct response
12	B	können
13	C	es
14	A	des
15	D	dass
16	A	wertlos
17	D	anderen
18	B	dieser
19	C	sowie
20	B	ersten
21	B	Üblichen
22	A	und
23	D	beste
24	A	sind
25	C	wurde
26	A	zu
27	C	seit
28	B	wie
29	C	führen
30	A	ihrer
31	D	fürs

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

**[Total: 10]
[AO2]**

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