

Mark Scheme (Results)

Summer 2008

IGCSE

IGCSE German (4375/02)

4375 02 Mark Scheme June 2008

Question Number	Answer	Mark
1(i)	G	(1)

Question Number	Answer	Mark
1(ii)	A	(1)

Question Number	Answer	Mark
1(iii)	F	(1)

Question Number	Answer	Mark
1(iv)	B	(1)

Question Number	Answer	Mark
1(v)	D	(1)

Question Number	Answer	Mark
2	Köln	(1)

Question Number	Answer	Mark
2	(Fernseh)moderator / Disc-Jockey (either 1)	(1)

Question Number	Answer	Mark
2	klassische (Musik)	(1)

Question Number	Answer	Mark
2	schlank / klein/ 1,73M groß (any 1)	(1)

Question Number	Answer	Mark
2	Fußball	(1)

• Question Number	• Answer	• Mark
• 3Ummihan	• (d)	• (1)

Question Number	Answer	Mark
3Laura	(a)(e)	(2)

Question Number	Answer	Mark
3Denise	(b)(f)	(2)

Question Number	Indicative content	Mark
4	This question will be assessed according to the standard assessment criteria for writing given below. This can also be found on page 16 of the Specification.	(10)

Marks	Communication and Content
5	The task is completed. The information is fully relevant. The message is comprehensible and well organised. It may show some originality.
4	The task is mostly completed. The information is relevant. The message is comprehensible. There may be minor omissions or ambiguity.
3	The task is mostly completed but with some ambiguity. Some of the information may not be fully relevant. The message is generally comprehensible overall.
2	The task may be only partly completed. Some of the information may have been copied from the text without any attempt to adapt it. The message may be incomprehensible at times.
1	The task has not been completed. There is little meaningful communication. Most of the text may have been copied without any attempt to adapt it. The message is mostly incomprehensible.
0	No effective communication.

Marks	Knowledge and Application of Language
5	Appropriate vocabulary for the task. Simple and more complex structures are generally used accurately. There may be minor lapses which do not impede communication.
4	Vocabulary and structures generally appropriate to the task. Some variety but correct usage is not always maintained. Basic errors are evident but they rarely interfere with communication.
3	Vocabulary and structures are quite simple but adequate to the task. Some variety may be attempted, but inaccurate language sometimes impedes communication. Genders, spellings, verb forms are inconsistent.
2	Simple vocabulary and structures only just adequate to the task. Much inaccuracy which impedes communication. Very limited verb forms. Genders and spellings are weak.
1	Only isolated examples of accurate language. Frequent errors which prevent communication. No awareness of language structure.
0	No language worthy of credit.

Question Number	Answer	Mark
5	(i)(iii)(v)(viii)(x)	(5)

• Question Number	• Answer	• Mark
• 6(a)	• Sie will Kanu fahren / um Kanu zu fahren	• (1)

• Question Number	• Answer	• Mark
• 6(b)	• e.g. man kann Fußball spielen / any recognised sports dicipline	• (1)

• Question Number	• Answer	• Mark
• 6(c)	• Ehrgeiz / Talent fürs Kunufahren / bereit sein, viel zu trainieren (any one)	• (1)

• Question Number	• Answer	• Mark
• 6(d)	• Sie hat viele Rennen gewonnen / Sie ist deutsche Meisterin im Kanuslalom/ sie geht jeden Tag zum Training (any one)	• (1)

• Question Number	• Answer	• Mark
• 6(e)	• anstrengend / ermüdend	• (1)

• Question Number	• Answer	• Mark
• 6(f)	• weil man leicht ins Wasser fallen könnte	• (1)

• Question Number	• Answer	• Mark
• 6(g)	• seitdem sie acht Jahre alt war / seit 7 Jahren	• (1)

• Question Number	• Answer	• Mark
• 6(h)	• es macht ihr Spaß / sie trifft junge Sportler aus anderen Städten	• (1)

• Question Number	• Answer	• Mark
• 6(i)	• sie muss viel trainieren und Hausaufgaben machen	• (1)

• Question Number	• Answer	• Mark
• 6(j)	• sie kauft Kleidung / sie liest Modezeitschriften / sie surft im Internet (any one)	• (1)

Marks	Knowledge and Application of Language
5	Appropriate vocabulary and structures generally used accurately. There may be occasional minor lapses which do not impede communication.
4	Appropriate vocabulary and structures often used accurately. There may also be a few basic errors which rarely interfere with communication.
3	Adequate vocabulary and structures. Quality of accuracy is inconsistent and sometimes impedes communication. Basic grammar generally mastered, but weaknesses evident in more difficult areas.
2	Limited vocabulary and structures. Frequent lapses. Some evidence of accurate language, which is mostly lifted straight from the original text. Main points are however communicated, despite inaccuracies.
1	Basic vocabulary and structures, frequently inappropriate. Little or no evidence of language awareness. Frequent basic errors and inaccuracies impede communication. Nearly all material directly lifted from the original text.
0	No language worthy of credit.

Question Number	Indicative content		Mark
7(a)	Bullet point	What to expect	(15)
	was letzte Woche passiert ist	narrative - description of an accident or accidents in the past tense e.g. Ein kleines Mädchen ist vom Fahrrad gefallen und hat sich am Bein verletzt.	
	warum es so viele Unfälle gibt	an opportunity for opinion e.g. Meiner Meinung nach gibt es so viele Unfälle, weil der Verkehr so stark ist.	
	wie die Situation besser werden könnte	an opportunity to introduce reference to the future e.g. Mehr Leute sollten zu Fuß gehen, statt mit dem Auto zu fahren.	

Question Number	Indicative content		Mark
7(b)	Bullet point	What to expect	(15)
	Wie war Ihre Kindheit?	narrative - an opportunity to write a description of candidate's childhood in the past tense e.g. Als ich jünger war, habe ich in Amerika gewohnt.	
	Möchten Sie Kinder haben? Warum oder warum nicht?	an opportunity to give opinion and justification e.g. Ich möchte eine Familie gründen, weil ich Kinder liebe.	
	Wie wird in Zukunft das Leben für Kinder sein?	an opportunity to introduce reference to the future e.g. Leider wird das Leben für Kinder in Zukunft sehr schwierig sein, weil die Umwelt so belastet ist.	

Question Number	Indicative content		Mark
7(c)	Bullet point	What to expect	(15)
	wie Sie einen Computer bekommen haben	narrative - an explanation in the past tense of how the candidate got a computer e.g. Meine Großeltern haben mir einen Computer zum Geburtstag geschenkt.	
	die Vorteile und Nachteile	an evaluation of the pros and cons e.g. Auf der einen Seite kann man im Internet surfen und viele nützliche Informationen finden. Auf der anderen Seite kann man zu viel Zeit am Computer verbringen.	
	Ihre Meinung über Steffis Eltern	an opportunity to give opinion e.g. Meiner Meinung nach sind deine Eltern ziemlich doof.	

Marks	Communication and Content
5	Very detailed and fully relevant response to the stimulus. Clearly able to narrate, describe, express opinions and expand, as appropriate to the task. Excellent communication; no ambiguity. Excellent linking of the piece into a whole. Coherent and pleasant to read.
4	Detailed response to the stimulus, although there may be minor omissions. Evidence of description, opinion and expansion, as appropriate to the task. Meaning generally clear. Some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. May be rather pedestrian or alternatively somewhat over-ambitious.
3	Suitable relevant information conveyed, although there may be some omissions and/or irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions. Some ambiguity, especially if more ambitious language is attempted. Comprehensible overall. Some attempt at linking piece into a whole. Ambiguous in places.
2	Key information given; possibly major omissions and/or irrelevance, repetition. Level of response minimal with limited evidence of description or opinions. Some ambiguity. Just about comprehensible overall. Sentences written in isolation. Not easy to read.
1	Little relevant information conveyed. Level of response very limited. Much ambiguity and/or incoherence. Except for isolated items, would not be comprehensible to a native speaker.
0	No relevant communication.

Marks	Knowledge and Application of Language
5	Vocabulary and structures comfortably equal to the task. No repetition. Confident use of a variety of complex structures. Range of tenses appropriately used. Clear ability to manipulate language to suit purpose.
4	Evidence of a range of vocabulary and structures appropriate to the task. Some attempt to vary sentences by using more ambitious structures, although unlikely to be wholly successful. Tenses generally appropriately used. Some ability to manipulate language to suit purpose, albeit with mistakes.
3	Vocabulary and structures adequate to the task. Style basic, correct syntax when using simple, short sentences. Some longer sentences where syntax is not always correct. Evidence of correct formation of tenses, with some lapses. Some attempts to manipulate language, despite use of pre-learned language and/or set phrases at times; this may be only partially successful.
2	Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate. Sentences simple and usually short. There may be some simple subordination. Some evidence of correct formation and use of verbs/tenses, but frequent lapses. Pre-learned, set phrases predominate. Some attempts at enhancement of facts, but this is likely to be only partially successful.
1	Very limited language, which greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures and/or formation and use of tenses. Occasional almost correct phrase or short sentence, but this will be pre-learned.
0	No language worthy of credit.

Marks	Accuracy
5	High level of accuracy. Not faultless, but only occasional minor errors. Secure when using more complex language, though not necessarily faultless.
4	Generally accurate in straightforward language. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Errors do not prevent communication. About half of what is written should be free of major errors; inaccuracy increases when more complex structures are attempted.
2	Frequent basic errors, but main points communicated. Some correct phrases, but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Very little or no evidence of correct verb formation.
0	No language worthy of credit.