

Mark Scheme (Results) Summer 2010

IGCSE

IGCSE German (4375) Paper 2

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November 2010

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Question Number	Answer	Mark
1(i)	2%	(1)

Question Number	Answer	Mark
1(ii)	10%	(1)

Question Number	Answer	Mark
1(iii)	59%	(1)

Question Number	Answer	Mark
1(iv)	4%	(1)

Question Number	Answer	Mark
1(v)	8%	(1)

Question Number	Answer	Mark
2	(i), (iii), (v), (viii) and (x) are correct	(5)

Question Number	Answer	Mark
3(i)	Gymnasium	(1)

Question Number	Answer	Mark
3(ii)	Erdkunde	(1)

Question Number	Answer	Mark
3(iii)	alt / freundlich	(1)

Question Number	Answer	Mark
3(iv)	Turnen	(1)

Question Number	Answer	Mark
3(v)	Russisch	(1)

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 (a)	(i)	(1)

Question Number	Answer	Mark
5 (b)	(iii)	(1)

Question Number	Answer	Mark
5(c)	(ii)	(1)

Question Number	Answer	Mark
5(d)	(iii)	(1)

Question Number	Answer	Mark
5(e)	(i)	(1)

Question Number	Answer	Mark
6(a)	Deutsch lernen / besser sprechen	(1)

Question Number	Answer	Mark
6(b)	Weil er sich nur für Theater interessiert Er hat keine anderen Interessen	(1)

Question Number	Answer	Mark
6(c)	Sie hat einen Computer-Club gegründet / erfolgreich gemacht. Reject: Sie war in einem Computer-Club.	(1)

Question Number	Answer	Mark
6(d)	Eine unwichtige/kleine Rolle Keine große Rolle	(1)

Question Number	Answer	Mark
6(e)	Es will Schriftsteller werden. Er will Bücher schreiben / verkaufen.	(1)

Question Number	Answer	Mark
6(f)	Sie bedienen / kochen / mit Gästen sprechen. Reject: Sie arbeiten im Restaurant. Reject: Sie haben im Restaurant viel zu tun.	(1)

Question Number	Answer	Mark
6(g)	Er muss auf seine kleine Schwester aufpassen. Accept: Er muss seine Freunde im Stich lassen.	(1)

Question Number	Answer	Mark
6(h)	Sie malt / bastelt / zeichnet / geht in Galerien. Reject: Sie schwärmt für Kunst	(1)

Question Number	Answer	Mark
6(i)	Sie hat kein Geld übrig. Sie hat alles ausgegeben.	(1)

Question Number	Answer	Mark
6(j)	Sie wird nicht mehr in der Schule sein. Sie wird arbeiten. Sie wird die Schule verlassen. Sie wird einen Job in einer Galerie finden.	(1)

Question Number	Indicative content	Mark
7	Question 7 is marked out of 15 using the grids below.	(15)

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

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