

**MARK SCHEME for the May/June 2012 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.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9780	03

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9780	03

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 not exhaustive.

(a) 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) 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 vs. conventional reading methods.

(c) 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) Candidates may include:

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

(e) Candidates may include:

- discussions on personal choice vs. 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.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9780	03

Part II: Usage of German (20 marks)

Übung 1

- 2 Es ist nicht immer einfach, einen guten Ausbildungsplatz auszusuchen. [1]
- 3 Letzten Oktober habe ich mich an der Universität in Berlin eingeschrieben.
Or: ... 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.
Or: ..., wird er am Ende der Sommerferien eine Nachprüfung machen müssen.
Or: ..., hat er am Ende der Sommerferien eine Nachprüfung machen müssen.
Or: ..., musste 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.
Or: ..., hätten wir...gekauft.
Or: ..., würden wir ... gekauft haben.
Reject: kauften / würden ... kaufen / käufen / käuften [1]
- [5]**

Übung 2

- 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.
Or: ..., sie bewerbe sich nächstes Jahr auf einen dualen Ausbildungsplatz.
Or: ..., sie würde sich nächstes Jahr auf einen dualen Ausbildungsplatz bewerben.
Or: ..., sie werde sich nächstes Jahr auf einen dualen Ausbildungsplatz bewerben.
Or: ..., dass sie sich nächstes Jahr auf einen dualen Ausbildungsplatz bewerben werde.
Or: ..., nächstes Jahr bewerbe sie sich auf einen dualen Ausbildungsplatz. [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 dürfen. [1]
- [5]**

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9780	03

Übung 3

- 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

[20 ÷ 2 = 10]