



GERMAN (PRINCIPAL)

9780/02

Paper 2 Reading and Listening

May/June 2018

MARK SCHEME

Maximum Mark: 60

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks	Not Allowed Responses
Part I: Lesetext 1			
1	Sie haben [an allen Kreuzungen] Vorfahrt/dürfen zuerst fahren/haben Vorrang an Kreuzungen.	1	Vorrang/Wegrecht/Priorität (on its own)
2	Sie hat [breite, grüne] Markierungen/Hinweise/Zeichen/Symbolen angebracht/hat die Straße grün markiert [1]. and Sie hat Verkehrsschilder aufgestellt. [1]	2	
3	Weil es eine gute Route [von den Wohnheimen] zur Universität ist.	1	In der Nähe von den Wohnheimen
4	Sie parken auf beiden Straßenseiten.	1	Sie parken.
5	Sie sind besser geschützt/sicherer.	1	
6	Sie haben sich nicht beschwert/beklagt.	1	
7	Die Stadt/man sollte Radwege sanieren/reparieren/renovieren/verbessern. [1] Die Stadt/man sollte [neue] Radwege [an befahrenen Straßen] bauen. [1]	2	
8	Weil die Kasinostraße stark befahren ist/weil in der Kasinostraße viele Autos fahren/Weil Radfahren auf [viel] befahrenen Straßen gefährlich ist.	1	

Question	Answer	Marks	Not Allowed Responses
Part I: Lesetext 2			
9	Producers of writing implements/pen/felt tip pens/[colouring] pencils/crayons Accept: stationers/producers of writing equipment	1	Colouring-in books
10	Beginners in drawing/painting/art/people who are new to drawing/painting/art	1	Reference to online buying/selling
11	You don't get frustrated/Your frustration rate is lower [1] and The result is always beautiful/good/nice/pretty [1]	2	Reduces stress
12	People concentrate [only] on colouring in [1] and therefore don't have negative/upsetting/stressful/uncomfortable/unpleasant/disconcerting/bad thoughts [1]	2	Unacceptable/conflicting/irrelevant/unnecessary/unhelpful/distracting thoughts
13	Because fewer people write by hand/need pens [because of digitalisation]/Digitalisation reduces the demand for pens/pencils	1	Because of digitalisation (on its own)
14	People still want to do/create something with their hands.	1	
15	A digital pen/pencil [1] Converts handwriting/material drawn by hand into electronic data/onto smartphones/onto tablets [1]	2	

Question	Answer	Marks	Not Allowed Responses
Part I: Lesetext 3			
Re-Translation			
16	<p>Mrs Gruber's daughter Andrea is stressed because she is doing her exams this spring. Recently Mrs Gruber read a short newspaper article which explained that colouring-in can reduce stress. So she was very interested when her son's girlfriend told her that now there were also colouring books for adults. "If Andrea did something creative, maybe she would feel more relaxed", Mrs Gruber thought. The next day she bought a colouring book for Andrea with 20 felt tips.</p> <p><i>Frau Grubers Tochter Andrea ist gestresst, weil sie diesen Frühling ihr Prüfungen macht. Neulich las Frau Gruber einen kurzen Zeitungsartikel, der erklärte, dass das Ausmalen Stress reduzieren kann. Deshalb war sie sehr interessiert als die Freundin ihres Sohnes ihr erzählte, dass es jetzt auch Ausmalbücher für Erwachsene gebe. „Wenn Andrea etwas Kreatives machen würde, würde sie sich vielleicht entspannter fühlen,“ dachte Frau Gruber. Am nächsten Tag kaufte sie für Andrea ein Malbuch mit 20 Filzstiften.</i></p>	10	

		Accept	Reject
1	Mrs Gruber's daughter Andrea	<i>Frau Grubers Tochter Andrea/Die Tochter von Frau Gruber, Andrea,</i>	Mrs Gruber's
2	is stressed	<i>ist gestresst/im Stress/hat Stress,</i>	
3	because she	<i>weil/denn/da sie</i>	
4	is doing	<i>macht/machen ... wird/schreibt/schreiben ... wird</i>	<i>hat</i>
5	her exams	<i>ihre Prüfungen/Examen/Klausuren</i>	
6	this spring.	<i>diesen Frühling/dieses Frühjahr/in diesem Frühling/in diesem Frühjahr</i>	
7	Recently	<i>Neulich/Vor kurzer Zeit/Vor kurzem/Kürzlich/Gerade</i>	<i>In letzter Zeit</i>
8	Mrs Gruber read	<i>las Frau Gruber/hat Frau Gruber ... gelesen</i>	<i>laß</i>
9	a short newspaper article	<i>einen kurzen Zeitungsartikel/einen kurzen Artikel in der Zeitung</i>	
10	which explained that	<i>der erklärt[e] [hat], [dass]</i>	
11	colouring-in	<i>[das] Ausmalen</i>	
12	can	<i>... kann/könne. [verb position]</i>	
13	reduce stress.	<i>Stress reduzieren/abbauen</i>	

		Accept	Reject
14	So	<i>Deshalb/Darum/Daher/Dewegen/Folglich/Also</i> [+ word order]	
15	she was very interested	<i>war sie sehr/ganz interessiert/ist sie sehr interessiert gewesen/interessierte sie sich sehr/viel</i>	
16	when	<i>als</i>	
17	her son's girlfriend	<i>die Freundin ihres Sohn[e]s</i>	
18	told her	<i>ihr erzählte/erzählt hat/sagte/gesagt ...hat,</i>	
19	that now ... also	<i>[dass] ... jetzt auch ...</i>	
20	there were	<i>es ... gebe/gibt</i>	gab
21	colouring books for adults.	<i>Malbücher/Ausmalbücher für Erwachsene</i>	
22	"If Andrea	<i>„Wenn/Falls Andrea</i>	
23	did something creative,	<i>etwas Kreatives machen/tun würde/machte/täte,</i>	
24	... she would feel	<i>würde sie sich fühlen</i>	
25	maybe ... more relaxed,"	<i>vielleicht entspannter.“,</i>	mehr entspannt
26	Mrs Gruber thought.	<i>dachte Frau Gruber./hat Frau Gruber gedacht.</i>	
27	The next day	<i>Am nächsten Tag</i>	
28	she bought	<i>hat sie gekauft/kaufte sie [+ word order]</i>	
29	a colouring book for Andrea	<i>für Andrea ein Malbuch/Ausmalbuch</i>	
30	with 20 felt tips.	<i>mit 20/zwanzig Filzstiften</i>	

Number of ticks	Marks
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
3	1
0–2	0

Question	Answer	Marks	Not Allowed Responses
Part II: Hörtext 1			
17	Zweisprachige [Bilderbücher]	1	zwei sprachig(e)
18	Kinder mit Migrationshintergrund/ Immigrationshintergrund [1], die nicht gut Deutsch sprechen [1]	2	besetzen (for besitzen)
19	Die Erfolge sind erstaunlich/Als erstaunlich/erfolgreich	1	erstaunlich (on its own)
20	Es gibt keine Protagonisten mit Migrationshintergrund/-geschichte/ Immigrationshintergrund. [1] and Die Kinder können sich deshalb nicht mit den Protagonisten identifizieren. [1]	2	
21(a)	Es gibt keine Chancengleichheit/eine hohe Chancenungleichheit.	1	
21(b)	Wenn die Eltern nicht an der Uni waren, gehen die Kinder auch nicht.	1	
22	Kinder mit ausländischen Namen [wie Ali] bekommen schlechtere Noten.	1	
23	Über alltägliche Dinge zu sprechen	1	

Question	Answer	Marks	Not Allowed Responses
Part II: Hörtext 2			
24	Early risers get better marks in their (final) exams	1	
25	The biorhythm/inner clock of early risers fits in better with the school timetable.	1	
26	[Many] early risers become late risers [1] because of hormonal changes [in puberty] [1]	2	
27	Some young people lose 2–3 hours' sleep/have a 2–3 hour sleep deficit per night/day	1	
28	They should let their children sleep in/late at the weekend/not force their children to have early [family Sunday/weekend] breakfast with them	1	
29	Early risers [are people who] get up before 7.30am and feel fine/fit/OK right away [1] and Late risers feel okay/well/rested when getting up between 9 and 12 [1]	2	12am
30(a)	People should consider what type of sleeper they are when choosing a career/job/profession	1	
30(b)	Working against the inner clock can lead to psychological/mental problems	1	health problems

Question	Answer	Marks	Not Allowed Responses
Part II: Hörtext 3			
31	<p>Current attitudes towards bringing up children</p> <ul style="list-style-type: none"> • Parents are using new methods/different methods from predecessors [1] • They have to take responsibility [for the results] [1] • Makes them afraid of doing something wrong/Makes them insecure [1] <p>Diel's assessment of these attitudes</p> <ul style="list-style-type: none"> • Thinks this insecurity is positive [1] • Makes you look for new information [1] • Makes you try out new solutions to problems/be innovative [1] <p>Diel's opinion about traditional methods</p> <ul style="list-style-type: none"> • Children with problems come from families which use old methods/where parents think they do everything right [1] • Children find out their parents are not being authentic/true to themselves/acting naturally/acting genuinely [1] • Children don't feel close to their parents [1] <p>Diel's advice to parents</p> <ul style="list-style-type: none"> • Parents should understand that children imitate their parents/model themselves on their parents/are intuitive [1] • Parents should ask themselves/focus on: What social and practical skills should my child have? [1] • Everybody in the family should learn from each other [reject: people for family] [1] 	10	