



GERMAN (SHORT COURSE)

1343/02

Paper 2 Reading, Listening and Writing

May/June 2017

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **7** printed pages.

Question	Answer	Marks	Not Allowed Responses
Part I: Listening			
Hörtext 1	Eine Zugfahrt		
Beispiel	(Sonntagnachmittag)		
1	verloren	1	
2	nach	1	
3	Bei der Ankunft	1	
4	Zugbegleiter	1	
5	hohen	1	
	Total:	5	
Hörtext 2	„Deutschlands nächstes Topmodell“		
6	[fast] 4 Millionen	1	
7	Sie bekommen Magersucht	1	
8	Sie haben 200 Mädchen gefragt [1], die eine Essstörung haben [1]	2	
9	1/4 wurde stark beeinflusst [1] 1/3 wurde leicht beeinflusst [1]	2	
10	einen 5-Jahres-Vertrag als Fotomodell/sie darf 5 Jahre als Fotomodell arbeiten	1	
11	nicht stark genug [um eine Essstörung zu verursachen]	1	Nicht stark
12	Es wird über gesunde Ernährung gesprochen [1] Übergewicht ist ein größeres Problem als Magersucht [1]	2	
	Total:	10	

Question	Answer	Marks	Not Allowed Responses
Hörtext 3 Telefonberatung für Immigranten			
13	Because they can be reached around the clock/24 hours	1	
14	There were more male than female callers [1] which was unusual/a change from the norm [1]	2	
15	88	1	
16	previously mostly pensioners [1], now (psychology) students [1]	2	
17	They learn more about psychology working/volunteering at the helpline / they learn more about psychology at the helpline than at university / they learn more about psychology in practice than in theory/from books	1	
18	They don't understand the official letters they receive	1	
19	Previously there were problems of integration [1], now there are conflicts between parents and children [1]	2	
20	adults have problems with alcohol [1], youngsters with drugs [1]	2	
21	Germany was like a country from a fairy tale / dream come true / the ideal place to live [1], then she started getting depressed [1]	2	
22	Because her mother believed in her / told her that she can do it / gave her confidence / persuaded her to stay on	1	
	Total:	15	
	Total Listening:	30	

Question	Answer	Marks	Not Allowed Responses
Part II: Reading			
Lesetext 1 Arbeitspraktikum im Ausland: Petras Erfahrungsbericht			
23	B	1	
24	A	1	
25	C	1	
26	B	1	
27	A	1	
	Total:	5	
Lesetext 2 Führerschein mit 17			
28	Sie werden unabhängiger, sie haben mehr Unabhängigkeit	1	
29	Sie haben öfter Unfälle	1	
30	in ganz/überall in Deutschland; in allen Bundesländern	1	<i>In Deutschland; in allen anderen Bundesländern; in einem Bundesland</i>
31	Er/sie muss seit 5 Jahren den Führerschein haben	1	
32	Sie fahren mit weniger Risiko [1], weil sie Verantwortung für die Mitfahrer haben [1]	2	
33	Junge fahrer/Fahranfänger verursachen/machen weniger Unfälle [1] und machen/begehen weniger Verkehrsverstöße [1]	2	
34	Sie fühlt sich ruhig / beruhigt	1	
35	eine Ausbildung [in Köln]	1	
	Total:	10	

Question	Answer	Marks	Not Allowed Responses
Lesetext 3 Wohnen mit Hilfe			
36	He used to be a pharmacist/chemist	1	
37	Bernd could be Mr Heller's grand-son	1	
38	For each square meter of his room [1], Bernd helps Mr Heller one hour per month [1]	2	
39	His children have moved out [1], he is divorced [1]	2	
40	He was afraid that] if something happened to him there would be nobody to help him	1	
41	He could not find a room in the usual way/by "normal" methods	1	
42	Mr Heller prefers it when Bernd knows what there is to do [1] and he trusts him [1]	2	
43(a)	Bernd does not like the fact that Mr Heller smokes	1	Smoking
43(b)	Mr Heller opens the windows [1] and only smokes when Bernd is not around [1].	2	
44	He regards cooking together as a free time activity [1] and also had to clean before he moved in with Herr Heller [1].	2	
	Total:	15	
	Total Reading:	30	

Part III: Writing**Question 45(a) and (b) (30 marks)**

- **Content (15 marks)**
- **Quality of Language (15 marks)**

Content

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed within a carefully planned framework. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Organisation logical and clear. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Organisation generally logical and clear. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, but organisation not always effective. Patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
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.

Quality of Language

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors e.g. adjectival agreements, verbs forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.

The content mark is linked to the Quality of Language Mark. Where the content of a candidate's answer is partially or wholly irrelevant, the mark for the Quality of Language will not be higher than the equivalent descriptor box for content.