



GERMAN (PRINCIPAL)

9780/02

Paper 2 Reading and Listening

May/June 2019

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 warten [immer/ständig] [im Wald] auf Opfer. / Der Wolf/Das Tier wartet [immer/ständig] [im Wald] auf Opfer/tötet Menschen. | 1 | <u>Er</u> wartet auf Opfer. |
| 2 | Es kehrte/Sie kehrten/[aus Polen] nach Deutschland zurück / Es wagte die Rückkehr <u>nach Deutschland</u> <i>Must convey the idea of (re)settling/staying in Germany rather than briefly visiting the country</i> | 1 | ...gelaufen / gegangen |
| 3 | Sie fressen/Der Wolf frisst kranke und alte Tiere [1] Sie halten das Leben im Wald/den Wald gesund [1] | 2 | |
| 4 | Sie sind/sehen sie skeptisch/sind dagegen [1] Der Wolf hat/Wölfe haben [Nutz]Tiere attackiert / angegriffen [1] <i>Reference must be made to past (attacks) to merit the second mark.</i> | 2 | |
| 5 | Weil sie menschenscheu/vorsichtig sind/Menschen scheuen/Angst vor Menschen haben | 1 | Weil sie menschenscheuen sind |
| 6 | Sie werden [illegal] erschossen [1] / Verkehrsunfälle / Sie werden überfahren / Unfälle auf den Straßen [1] | 2 | Auf den Straßen [on its own] |
| 7 | Indem Sie <u>Geld</u> spenden / Durch Spenden / Mit Geld[spenden] / Sie können [der Naturschutzbund Deutschland Naturschutzorganisation für regelmäßige Informationen] <u>Geld bezahlen/finanzielle Unterstützung leisten</u> | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------|---|-------|---|
| Part I: Lesetext 2 | | | |
| 8 | She wants to become a hairdresser/barber | 1 | Past tense |
| 9 | Challenge: she has to apply online [1] but she lacks [the necessary] computer/IT skills [1] | 2 | Online advert(ising) |
| 10 | How to send e-mails with [an] attachment[s] [1] | 1 | How to use a computer How to send emails with a subject |
| 11 | She has got/been invited for an interview [1] | 1 | She liked it. It was a good investment of time and money (= worthwhile) |
| 12(a) | Because they feel they cannot keep up with technical/IT-related innovation(s) | 1 | |
| 12(b) | Because they feel ashamed/embarrassed/feel like outsiders | 1 | |
| 13 | She mostly offers individual/one-to-one training / She hardly ever offers group courses / People like to take individual courses (not group ones) | 1 | |
| 14 | They need to acquire IT skills <u>quickly/before their work placement/experience</u> [1] because they have <u>lied</u> about them/pretended/claimed to have them <u>on their CV</u> . [1] | 2 | Because they don't have IT/computer skills They are starting a job A job [on its own] (Work) practical |

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------|--|-------|-----------------------|
| Part I: Lesetext 3 | | | |
| Re-Translation | | | |
| 15 | <p>Frau Lewald ist traurig. Seitdem ihr Sohn mit seiner Familie nach Australien gezogen ist, hat sie wenig Kontakt mit ihren Enkelkindern. Vor dem Umzug hatte sie ihrer Enkeltochter Anna bei den Hausaufgaben geholfen. Die Kinder, die ihre Großmutter glücklich machen wollen, haben vorgeschlagen, dass sie skypen könnten. Leider weiß Frau Lewald nicht, wie man einen Computer benutzt. Dann hat sie gehört, dass in der Bibliothek Computerkurse für Rentner angeboten werden. Frau Lewald hat sich sofort angemeldet. Bald wird sie jede Woche mit Anna skypen können.</p> | | |

| | | Accept | Reject |
|----|---------------------------------|--|---|
| 1 | Mrs Lewald is sad. | <i>Frau Lewald ist traurig / unglücklich</i> | |
| 2 | Since her son | <i>Nachdem / Seit(dem) ihr Sohn</i> | |
| 3 | moved.... | <i>...(um)gezogen ist / (um)zog,</i> | |
| 4 | with his family | <i>mit seiner Familie</i> | |
| 5 | to Australia | <i>nach Australien</i> | |
| 6 | she has had | <i>hat sie [... gehabt] / hatte sie</i> | <i>hatte gehabt</i> |
| 7 | little contact | <i>wenig / nicht viel / kaum Kontakt</i> | <i>weniger</i> |
| 8 | with her grandchildren. | <i>mit ihren Enkeln / Enkelkindern.</i> | |
| 9 | Before the move | <i>Vor dem Umzug / Umziehen</i> | |
| 10 | she used to help | <i>hat / hatte sie ... geholfen / half sie</i> | |
| 11 | her granddaughter Anna | <i>ihrer Enkelin Anna / ihrer Enkeltochter Anna</i> | |
| 12 | with her homework | <i>mit / bei ihren / den Hausaufgaben</i> | |
| 13 | The children who | <i>Die Kinder, die / welche</i> | |
| 14 | want to make ... happy | <i>... glücklich/froh machen wollen / möchten,</i> | |
| 15 | their grandmother | <i>ihre Oma / Großmutter</i> | |
| 16 | suggested | <i>haben vorgeschlagen / schlugen vor / empfahlen,</i> | |
| 17 | that they could | <i>dass sie ... könnten / können.</i> | |
| 18 | Skype. | <i>skypen / Skype benutzen</i> | |
| 19 | Unfortunately | <i>Leider / Unglücklicherweise</i> | |
| 20 | Mrs Lewald does not know | <i>weiß Frau Lewald nicht, / hat Frau Lewald keine Ahnung,</i> | |
| 21 | how to use a computer. | <i>wie man einen Computer benutzt / bedient.</i> | <i>(wie) einen Computer zu benutzen</i> |
| 22 | Then she heard | <i>Dann / Danach hat sie gehört / hörte sie,</i> | |
| 23 | that ... are offered | <i>dass ... angeboten werden</i> | |
| 24 | computer courses for pensioners | <i>Computerkurse für Rentner</i> | |

| | | | |
|----|-----------------------|--|-----------------|
| 25 | at the library | <i>in der Bibliothek</i> | |
| 26 | Mrs Lewald registered | <i>Frau Lewald hat sich... angemeldet / meldete sich ... an / registrierte sich / hat sich eingeschrieben.</i> | |
| 27 | immediately. | <i>sofort / unverzüglich / gleich / sehr schnell</i> | |
| 28 | Soon she will | <i>Bald wird sie</i> | <i>Kürzlich</i> |
| 29 | be able to talk | <i>... sprechen / reden können / es schaffen / fähig / in der Lage sein ... zu sprechen / reden.</i> | |
| 30 | to Anna every week. | <i>jede Woche mit Anna</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 |
| 1–3 | 1 |
| 0 | 0 |

| Question | Answer | Marks | Not Allowed Responses |
|---------------------------|---|-------|---|
| Part II: Hörtext 1 | | | |
| 16 | Niemand hatte Zeit [1] | 1 | Sie hatte Urlaub [on its own] |
| 17 | Sie hat es genossen, alleine zu sein / Sie wollte alleine sein / Sie war nie einsam [1] Nichts Negatives/Schlechtes ist passiert [1] | 2 | Sie hat es genossen, einsam zu sein / Sie wollte einsam sein. |
| 18 | Man muss neugierig <u>auf Menschen</u> sein [1]; man muss offen für neue Situationen sein [1] | 2 | |
| 19 | Sie ist 25 km <u>am Tag</u> gelaufen [1]; es gab manchmal 1000 m Höhenmeter/Höhenunterschied [1] | 2 | |
| 20 | Sie <u>machen</u> süchtig. / Man kann süchtig <u>werden</u> . | | Sie können süchtig sein. suchtig |
| 21 | Sie ist jetzt / arbeitet als Wanderführerin [1], weil sie den Spaß am Wandern weitergeben will [1] | | |
| Part II: Hörtext 2 | | | |
| 22 | It has changed from text/words to pictures/images / People communicate more through/with pictures rather than text / Change from written to visual. | 1 | |
| 23 | Pictures/images are perceived emotionally [1], (written) language is processed logically [1] | 2 | |
| 24 | The looks/appearance of <u>politicians</u> [1] have/has become more important than their policy/programme [1] | 2 | How politicians appear |
| 25 | To understand facts [1]; to question arguments [1] | 2 | |
| 26 | People are only after their own advantage/selfish [1]; they lie/don't say the truth [1] | 2 | |
| 27 | They establish/decide/develop/stabilise their moral values/ideas/compass [1] | 1 | Moral worths |

| Question | Answer | Marks | Not Allowed Responses | | | | | | | | |
|--|---|------------------------------|---|--------------------------------|---|--|--|---|---|---------------|--|
| Part II: Hörtext 3 | | | | | | | | | | | |
| 28 | <table border="1"> <tr> <td data-bbox="300 309 512 618">Situation faced by nurseries</td> <td data-bbox="512 309 959 618"> <ul style="list-style-type: none"> • Language barriers (reject speech barriers) [1] • Refugee children come and go [1] • Refugee children have psychological problems/have had traumatic experiences [1] </td> </tr> <tr> <td data-bbox="300 618 512 958">How to deal with the situation</td> <td data-bbox="512 618 959 958"> <ul style="list-style-type: none"> • Requires a (particular) (pedagogical) approach [1] • You have to include native as well as refugee children [in this approach] [1] • Requires having conversations about why (refugee) children are leaving [1] </td> </tr> <tr> <td data-bbox="300 958 512 1267">Political and legal aspects of the situation</td> <td data-bbox="512 958 959 1267"> <ul style="list-style-type: none"> • The government expects high numbers/68 000 this year [1] • <u>Politicians</u> need to discuss the problem more [1] • Refugee children have the same legal right to a place as non-refugee children [1] </td> </tr> <tr> <td data-bbox="300 1267 512 1536">Verena Kern's suggestions for improvement</td> <td data-bbox="512 1267 959 1536"> <ul style="list-style-type: none"> • More training courses (on how to help traumatised children) (reject courses <u>for</u> children) [1] • Build more nurseries/more places in nurseries [1] • Train/recruit more staff [1] </td> </tr> </table> | Situation faced by nurseries | <ul style="list-style-type: none"> • Language barriers (reject speech barriers) [1] • Refugee children come and go [1] • Refugee children have psychological problems/have had traumatic experiences [1] | How to deal with the situation | <ul style="list-style-type: none"> • Requires a (particular) (pedagogical) approach [1] • You have to include native as well as refugee children [in this approach] [1] • Requires having conversations about why (refugee) children are leaving [1] | Political and legal aspects of the situation | <ul style="list-style-type: none"> • The government expects high numbers/68 000 this year [1] • <u>Politicians</u> need to discuss the problem more [1] • Refugee children have the same legal right to a place as non-refugee children [1] | Verena Kern's suggestions for improvement | <ul style="list-style-type: none"> • More training courses (on how to help traumatised children) (reject courses <u>for</u> children) [1] • Build more nurseries/more places in nurseries [1] • Train/recruit more staff [1] | max 10 | |
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