



Cambridge Pre-U

GERMAN

9780/02

Paper 2 Reading and Listening

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **12** pages. Blank pages are indicated.

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.

Part I: Reading (30 marks)

Question	Answer	Marks	Guidance
Reading Exercise 1			
1	Any two from: Bei Verlegenheit / Wenn wir verlegen sind (1) Wenn wir Angst haben / ängstlich sind / In Angstsituationen (1) Wenn wir unsicher sind (1)	2	Reject: Wenn wir nervös sind
2	Um Spannungen abzubauen, ohne Worte zu benutzen / ohne auf Worte zurückzugreifen (1) Wenn es angebracht ist, den gesprochenen Gruß durch ein freundliches Grinsen / Lächeln / Lachen zu ersetzen. / Ein Lächeln statt eines gesprochenen Grußes (1)	2	
3	Any two from: Es kann heilend wirken (1) Es kann den Blutdruck senken (1) Das Immunsystem kann durch Lachen aktiviert werden (1)	2	
4	Bei Schmerzpatienten. (Any reference to patients experiencing pain)	1	
5	Any two from: Weil man seine Situation mit Abstand / aus einer neuen Perspektive betrachten kann (1) weil man dadurch neue Lösungen / neue Ideen für / Antworten auf seine Probleme finden kann. / Es ist einfacher dadurch Probleme zu lösen (1) Weil durch Lachen nicht nur die Gesichtsmuskeln, sondern auch die Gedankenmuster gelöst werden (1)	2	
6	Any one from: Sie hoffen, ihre Mitarbeiter – werden dadurch spontaner (1) – werden dadurch findiger / kreativer (1) – hätten dadurch weniger kontrollierte Gedanken (1)	1	

Question	Answer	Marks	Guidance
Reading Exercise 2			
7	More and more people are seeking kicks (idea of an increase in risk-taking)	1	
8(a)	45 parachutists were tested before and after their first jump	1	
8(b)	After jumping, the level of adrenalin was measured to be six times higher than normal	1	
9	Any one from: Their perception / judgement of risks / danger is different to that of other people (1) They care less / don't care about risk / danger (1) They are willing to take risks / put themselves in danger (1)	1	Reject: They are less afraid of extreme sports than of nuclear power stations
10	Any three from: They are – male (1); 18–28 years old (1); feel like young gods (1); feel unique / feel one of a kind (1); feel indestructible / feel they cannot be harmed (1)	3	
11	Any one from: Because the majority of people are too busy trying to maintain their existence / get through life unharmed / to ensure survival / to protect their lives (1); Because only a minority of young people can afford not to worry about existential issues (1)	1	Reject: The majority of people don't want to die
12	Experiencing (existential) fear is a basic human need (1) This minority of people never / rarely / hardly ever experiences (existential) risk in their everyday lives, so they seek it through extreme sports / they create risks artificially (1)	2	

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Question	Answer	Marks	Guidance
Reading Exercise 3			
13	<p>Re-translation</p> <ul style="list-style-type: none"> Any suitable alternative rendering can be accepted. Minor spelling errors are accepted, but not if the meaning of the word is altered. <p>One tick for each box, then see conversion table.</p>	10	

	Text	Accept	Reject
1	Yesterday, just as I	Gestern, gerade als ich / Als ich gestern gerade... / Gestern, im Moment als ich... / Gestern, genau als ich...	...wenn ich / wann ich / wo ich
2	the plane	in das (ins) Flugzeug	auf das Flugzeug / in dem (im) Flugzeug
3	got on	(ein)stieg / eintrat / aufstieg / hineinstieg	kam; omission of simple past; wrong word order; unseparated separable verb
4	I experienced	erlebte ich / erfuhr ich / hatte ich	omission of simple past
5	a feeling of real panic,	ein Gefühl (von) echter / richtiger / wirklicher Panik / Gefühl der echten Panik / echtes Panikgefühl	ein Fühlen
6	even though	Obwohl / obschon	jedoch; dennoch; aber
7	I already ... before	ich schon davor / früher schon / vorher schon / in der Vergangenheit schon	bevor
8	many parachute jumps	viele Fallschirmsprünge / -springen / -sprüngen / -springe mit dem Fallschirm	Springen / Sprünge aus dem Flugzeug
9	had done	gemacht hatte / unternommen hatte	omission of the pluperfect, wrong word order
10	I only lost my fear	Ich verlor meine Angst erst / nur / Meine Angst war erst weg	wrong word order (e.g. Ich nur verlor ...)
11	after I	nachdem ich	nachher / später / wann ich / wenn ich
12	the necessary	die nötige / notwendige / gebrauchte / unerlässliche / ... die ich brauchte	

	Text	Accept	Reject
13	equipment	Ausrüstung / Ausstattung / Equipment (das)	
14	had put on	angezogen hatte	omission of the pluperfect
15	and I became	und ich wurde	omission of the simple past
16	increasingly	zunehmend / nach und nach / immer mehr / mehr und mehr / immer (+ comparative)	
17	excited.	aufgeregt / gespannt (but: immer aufgeregt <u>er</u> / gespannt <u>er</u>)	spannend / aufregend
18	I suddenly believed	Ich glaubte plötzlich / Plötzlich glaubte ich / Auf einmal glaubte ich	omission of simple past
19	I could do anything	ich könn(t)e / konnte / kann alles tun / machen / dass ich alles tun / machen könn(t)e / konnte / kann	..., das ich / irgend(et)was
20	both	sowohl...als / wie auch / nicht nur... sondern auch / ob es..... oder..... / beides	beide
21	physically	körperlich / physisch / mit meinem Körper	physikalisch
22	mentally	geistig / psychisch / mental	geistlich / seelisch / mentalisch
23	Today, however,	Heute jedoch / aber / Aber heute	Heutzutage
24	I am not so sure anymore.	bin ich (mir) nicht mehr so sicher.	omission of inversion; wrong word order
25	Will I	Werde ich (mich)	Will ich; Wäre ich
26	ever ... again	je(mals) wieder	schon wieder / immer wieder / ewig wieder
27	to such	solchen (dative plural) / in solche (+ accusative)	wrong case; singular instead of plural; zu solchen
28	dangers	Gefahren / Risiken	omission of plural
29	expose	mich ... aussetzen / mich in.... begeben	omission of reflexive pronoun; wrong word order
30	be able to	können (without: zu) / fähig / im Stande sein, mich aus <u>zu</u> setzen?	wrong word order

Conversion table

Number of ticks	Mark
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

Part II: Listening (30 marks)

Question	Answer	Marks	Guidance
Listening Exercise 1			
14	Trotz ihres hohen Bildungsstands / Obwohl mehr Frauen als Männer das Abitur schaffen, arbeiten immer noch weniger Frauen als Männer in der Chefetage.	1	
15	Heute / Seit Mitte der 70er dürfen Frauen ohne die Erlaubnis ihrer Ehemänner einen Beruf ausüben (1), aber die Rollenverteilung (in Prozenten ausgedrückt) ist immer noch konventionell (1)	2	
16	Frauen studieren meistens Fächer wie z.B. Germanistik, während Männer eher Studienfächer wie Informatik wählen (1); Die Fächerwahl entscheidet über das Lohnniveau (weil ein Informatiker 50% mehr verdient als ein(e) Germanist(in)) (1).	2	
17	Bei Männern steht die Karriere im Vordergrund, bei Frauen meistens die Familie (1); Frauen wollen einen Job wählen, bei dem es möglich ist, eine Babypause zu machen (1)	2	
18	Viele Männer möchten lieber weniger verdienen, und dafür mehr Zeit mit der Familie verbringen.	1	
19	Weil Männer mehr verdienen als Frauen, ziehen es viele Frauen vor, die Rolle des Versorgers trotzdem ihrem Mann zu überlassen.	1	
20	Durch die Einführung eines gesetzlich festgelegten Quotensystems.	1	

Question	Answer	Marks	Guidance
Listening Exercise 2			
21	Comic strips help stimulate the pleasure of reading (1); They kindle creative potential in children (1).	2	
22(i)	Comic strips are used as a tool to make reading accessible / as an introduction to reading at primary school level (1).	1	
22(ii)	They also prepare children for the complexity of texts on the web, with their mixture of the written word and images / they prepare children for the use of the internet (1).	1	
23	Any two from: She concedes that it is possible to derive pleasure from reading comics (1); But they are more a symptom of weak reading skills (1); rather than a tool to further creativity, as Pohl suggests (1).	2	
24	Good / proper language would have to be paid attention to when producing / choosing comic strips for schools.	1	
25	Comics / the basic / onomatopoeic language used in comics leads to a dumbing down of young people.	1	
26	Mangas create / bring about a great interest in Japanese culture (1); Mangas bring about a lively exchange of ideas between fans (1).	2	

Question	Answer	Marks	Guidance
Listening Exercise 3			
27	<p>Summary</p> <p>Give one mark for each of the following content points addressed, up to a maximum of 10 marks</p>	10	
<ul style="list-style-type: none"> • The attitude to nuclear energy of German governments past and present <p>Content points:</p> <ul style="list-style-type: none"> – moratorium on nuclear power declared in 2000 (1) – present government wants to reverse decision (1) – because it thinks nuclear is best and cheapest option (1) <ul style="list-style-type: none"> • The consumption of renewable energy <p>Content points:</p> <ul style="list-style-type: none"> – electricity consumption from renewable sources has increased from 0.3% to around 18% [over 20 years] (1) – would be much higher / 45% if government invested more in renewable energies (1) – without investment it will stay at around 25% (1) <ul style="list-style-type: none"> • The financial costs of nuclear versus renewable energy <p>Content points:</p> <ul style="list-style-type: none"> – wind and wave / tidal power only expensive because of underinvestment (1) – nuclear only cheap[er] when calculations based on old / existing nuclear technology (1) – price of nuclear will be higher when existing plants are replaced (1) <ul style="list-style-type: none"> • Bosshardt's concerns about nuclear safety and waste <p>Content points:</p> <ul style="list-style-type: none"> – doubts nuclear industry's opinion that modern nuclear plants are [100%] safe [e.g. recent nuclear plant disaster in Japan] (1) – risk of atomic terrorism (1) – safe disposal of radioactive / nuclear waste still unresolved (1) 			

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