



Cambridge Pre-U

GERMAN

9780/03

Paper 3 Speaking

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 **6** 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: Writing (40 marks)**1 Discursive Essay**

- **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. |

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 by no means exhaustive.

| Question | Answer | Marks |
|----------|--|-----------|
| 1(a) | <p>„Das Bildungssystem ist heutzutage eine Katastrophe.“ Nehmen Sie Stellung zu dieser Aussage.</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • 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. | 40 |
| 1(b) | <p>„Bücher und Bibliotheken braucht man in der heutigen Zeit nicht mehr.“ Finden Sie das auch?</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • reasons for keeping books and libraries • reasons for cutting funds and/or abolishing libraries • a discussion of the use of modern reading technology versus conventional reading methods. | 40 |
| 1(c) | <p>„Die Olympischen Spiele sind eins der wichtigsten globalen Ereignisse.“ Was meinen Sie dazu?</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • 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. | 40 |
| 1(d) | <p>„Aufgrund seiner Geschichte ist es die Pflicht Deutschlands, den Euro und die EU zu retten.“ Diskutieren Sie diese Behauptung.</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • relevant historical facts, including knowledge of current affairs • reference to German attitudes to the euro and the EU • personal interpretations of historical facts in a coherent argument. | 40 |
| 1(e) | <p>„Die Regierung hat die Aufgabe, positiv auf die Essgewohnheiten der Bürger einzuwirken.“ Nehmen Sie Stellung zu dieser Aussage.</p> <p>Candidates may include:</p> <ul style="list-style-type: none"> • a discussion of personal choice versus 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. | 40 |

Part II: Usage (20 marks)**Exercise 1**

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 2 | Es ist nicht immer einfach, einen guten Ausbildungsplatz auszusuchen. | 1 | |
| 3 | Letzten Oktober habe ich mich an der Universität in Berlin eingeschrieben / ... 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. | 1 | |
| 6 | Wenn wir die Lotterie gewonnen hätten, hätten wir für jedes Familienmitglied ein eigenes Auto gekauft. | 1 | |

Exercise 2

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 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. | 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 | |

Exercise 3

| Question | | Answer | Marks |
|---|---|----------|-----------|
| (One tick for each, then see conversion table.) | | | |
| 12 | B | können | 10 |
| 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 | |

Conversion table

| Number of ticks | Mark |
|-----------------|------|
| 19–20 | 10 |
| 17–18 | 9 |
| 15–16 | 8 |
| 13–14 | 7 |
| 11–12 | 6 |
| 9–10 | 5 |
| 7–8 | 4 |
| 5–6 | 3 |
| 3–4 | 2 |
| 1–2 | 1 |
| 0 | 0 |