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**GERMAN (PRINCIPAL)**

**9780/03**

Paper 1 Writing and Usage

**May/June 2019**

MARK SCHEME

Maximum Mark: 60

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**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.

**Part I: Discursive Essay (40 marks)**

- **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.

Question	Answer	Marks
<b>Part II: Usage of German (20 marks)</b>		
<b>Übung 1</b>		
2	Der Chef hat mir einen Kaffee angeboten.	<b>1</b>
3	Ich habe vor, mir eine große Wohnung anzuschaffen.	<b>1</b>
4	Wenn Martina/sie ihre Prüfung besteht, darf sie/Martina mit ihrem Freund in Urlaub fahren/wird sie mit ihrem Freund in Urlaub fahren dürfen.	<b>1</b>
5	Solange ich gearbeitet habe, habe ich mich jeden Tag rasiert.	<b>1</b>
6	Wenn der Unfall nicht passiert wäre, hätten wir viel Geld gespart.	<b>1</b>

Question	Answer	Marks
<b>Übung 2</b>		
7	Dass große Mengen Alkohol schädlich sind, [das] weiß jedes Kind.	<b>1</b>
8	Anstatt meine Hausaufgaben zu machen, gehe ich heute Abend lieber aus.	<b>1</b>
9	Nachdem Kristina ein schickes Auto gekauft hatte/hat, ist sie in den Ferien nach Deutschland gefahren. Nachdem Kristina ein schickes Auto kaufte, fuhr sie nach Deutschland. / Nachdem Krisitina ein schikes Auto gekauft hat, ist sie nach Deutschland gefahren.	<b>1</b>
10	Paul meint, Uni sei/wäre besser als Schule/dass Uni besser als Schule ist.	<b>1</b>
11	Es scheint, als ob Schauspielerinnen jetzt fast so viel wie Schauspieler verdienen [würden]/verdienten.	<b>1</b>

Question	Answer	Marks
<b>Übung 3: Award a tick for each correct response, then see the conversion table to turn the ticks into marks</b>		
12	C in	
13	D eng	
14	A die	
15	C an	
16	B den	
17	A sowie	
18	B auf	
19	D beiden	
20	C als	
21	C wenn	
22	A von	
23	C sich	
24	C von	
25	D deren	
26	C überall	
27	B jemanden	
28	A müssen	
29	B sind	
30	A Gebieten	
31	C schlechter	

**Conversion table:**

<b>Number of ticks</b>	<b>Mark</b>
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