

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Level

## **MARK SCHEME for the October/November 2015 series**

### **9717 GERMAN**

**9717/21**

Paper 2 (Reading and Writing), maximum raw mark 70

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.

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- 1 (one mark per item)
- (a) bezeichnet [1]
- (b) seither / jedoch [1]
- (c) (die) Situation [1]
- (d) gemütlicher [1]
- (e) (die) Meinung [1]
- [Total: 5]**

- 2 (one mark per correct rephrasing of sentence: *words in brackets already given*)
- (a) (Die Wissenschaftler denken, dass) der Verlust gemütlicher Rituale / von gemütlichen Ritualen unaufhaltbar ist. [1]
- (b) (Manche Reformer fordern, die) Arbeitszeit flexibler zu machen / soll flexibler werden. [1]
- (c) (Die Arbeitszeit muss flexibler werden, weil) rund um die Uhr produziert wird / die Produktion rund um die Uhr läuft. [1]
- (d) (Das deutsche Phänomen Feierabend wurde) von einem Sozialpsychologen untersucht. [1]
- (e) (Viele Menschen) wünschen (sich) / wollen (mehr) Vielfalt / haben den Wunsch nach Vielfalt. [1]
- [Total: 5]**

- 3 (a) Ladenschluss später / Verlust gemütlicher Rituale / gemeinsamer Feierabend geht verloren [3]
- (b) Gut für Sozialleben / Zufriedenheit / Menschen brauchen rhythmisch strukturierten Tag / festen Tagesablauf (any 3 of 4) [3]
- (c) Produktion rund um die Uhr / anspruchsvollere Kunden / internationale Partner [3]
- (d) Viele Menschen wollen Vielfalt bei Arbeitszeiten / passt nicht mehr auf die individuellen Bedürfnisse / Leute wollen Alternativen zu Standardzeiten [3]

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(e) Wunsch nach geordneten Verhältnissen nimmt zu / mehr Zeit für Familie / die Idee vom Feierabend gefällt den Menschen [3]

**Inhalt** [15]  
**+ Sprache** [5]

**Total:** [20]

4 (a) Berliner Stadtteil Wilmersdorf / Berlins erster Non-Stop-Supermarkt / geöffnet von Montag bis Samstag 23 Uhr [3]

(b) Kunden bedienen / Regale auffüllen / sortieren / verladen (any 3) [3]

(c) Nachtarbeiter bekommen nur 5 Euro / verdienen im Schnitt die Hälfte weniger / sind Zeitarbeiter (any 2) [2]

(d) Job bei der Bank verloren / hat zwei Jobs / verdient Extra-Geld [3]

(e) Nachtisch kaufen nach Restaurantbesuch / Zutaten für Kuchen kaufen / Einkauf fürs Frühstück nach Urlaub / Einkauf nach Nachtschicht [4]

**Inhalt** [15]  
**+ Sprache** [5]

**Total:** [20]

5 Pro

- Praktisch; man kann immer einkaufen
- Gut für Vielbeschäftigte und Schichtarbeiter und Leute mit Pflegeverantwortungen
- Befriedigt den Wunsch nach Vielfalt
- Feierabend passt nicht mehr auf die individuellen Bedürfnisse
- Macht wettbewerbsfähig
- Man kann 2 Jobs haben

Contra

- Soziale Ungerechtigkeit; Nachtarbeiter verdienen weniger
- Feierabend / klare Struktur geht verloren
- Menschen brauchen festen Tagesablauf
- Nicht gut für Sozialkontakte
- Sehnsucht nach geordneten Verhältnissen
- Gesundheit / Zufriedenheit
- Zeit für Familie

**Inhalt:** 10 marks  
**persönlicher Standpunkt:** 5 marks  
**+ Sprache:** 5 marks

**Total:** 20 marks  
**Total marks for paper:** [70]

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### **Guide to marking Qu.5:**

#### **Inhalt (10 marks):**

The task here is one of summary, and candidates are required to write about 140 words, drawing relevant information from the passages. BOTH texts must be referred to.

#### **persönlicher Standpunkt (5 marks):**

This aspect of the response is to be marked like a mini-essay, according to the variety and interest of the opinions expressed, the response to the original text material and the ability to express a personal viewpoint. It need not be separate, and may be integrated with the 'Inhalt' element, in which case own views must be clearly identified.

As follows:

#### **5 Very good**

Varied and interesting ideas, showing some flair and imagination, a capacity to express a personal point of view.

#### **4 Good**

Not the flair and imagination of the best candidates, but work still shows an ability to express a range of ideas, maintain interest and respond to the issues raised.

#### **3 Sound**

A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.

#### **2 Below average**

Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.

#### **0–1 Poor**

Few ideas to offer on the theme. Banal and pedestrian. No element of personal response to the texts. Repeated error.

**\*\*NB: Word limit:** assessment ceases at end of sentence after 140 words. Final cut-off at 150 words\*\*

#### **Sprache (5 marks):**

**Language marks: applies to the award of language marks for Qu. 3, 4 and 5.**

#### **5 Very good**

Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).

#### **4 Good**

Higher incidence of error than above, but clearly has a sound grasp of the grammatical elements, in spite of lapses. Some capacity to use accurately more complex structures.

#### **3 Sound**

Fair level of accuracy. Common tenses and regular verbs mostly correctly formed. Some problems in forming correct agreement of adjectives. Difficulty with irregular verbs, use of prepositions.

#### **2 Below average**

Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.

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**0–1 Poor**

Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect.  
Consistent and repeated error.

**Additional marking guidance for Quality of Language – questions 3 and 4**

The five marks available for Quality of Language are awarded **globally** for the whole performance on each set of answers.

A concise answer, containing all mark-bearing components for content is scored on the full range of marks for language, i.e. length does not determine the Quality of Language mark.

**Answers scoring 0 for content** cannot contribute to the overall Quality of Language mark.

Identify the answer(s) scoring 0 for content in the whole set of answers. Then add together the number of Content marks available for each of these questions and reduce the Quality of Language mark according to the following table:

Total Content marks available on questions where a candidate scores 0	Reduce Quality of Language mark by:
2 or 3	1
4 or 5	2
6 or 7	3
8 or 9	4

**Note:** A minimum of one mark for Quality of Language should be awarded if there are any Content marks at all (i.e. 0 Language marks only if 0 Content marks).