
GERMAN LANGUAGE

8683/22

Paper 2 Reading and Writing

October/November 2016

MARK SCHEME

Maximum Mark: 70

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

Section 1

1

One mark per item

Q nr	Accept	Reject	Mrk
(a)	hippe		[1]
(b)	Inspiration		[1]
(c)	neben (der)		[1]
(d)	schätzen		[1]
(e)	trainieren		[1]
		Total:	[5]

2

One mark per correct rephrasing of sentence: words in brackets already given

Q nr	Accept	Reject	Mrk
(a)	---von/von dem/durch Sportlehrer Simon Brenner in Filmen entdeckt.	bei/in den Filmen	[1]
(b)	---(die) eigene(n) Fähigkeiten <u>richtig</u> einschätzt/einzuschätzen hat/einschätzen kann		[1]
(c)	---das Gleichgewicht(sgefühl) zu (ver)stärken	dass	[1]
(d)	---wird (die) Intelligenz gefördert/kann man die Intelligenz fördern/fördert man die Intelligenz	ist die Intelligenz gefördert	[1]
(e)	---sich zu verletzen/der/einer Verletzung; dass man sich verletzt	um sich zu verletzen/von der Verletzung/der Verletzungen/zum Verletzen	[1]
		Total:	[5]

3 (a)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Lässt sich auch in der Sporthalle trainieren • Man muss sich gegenseitig helfen/keine Konkurrenz • Man muss eigene Fähigkeiten richtig einschätzen • Man muss die Umwelt respektieren • <u>Jeder</u> kann mitmachen und sich verbessern (any 4 of 5) 		[4]

(b)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • interessant • freier/kreativer als andere Sportarten • witzig/macht Spass • Herausforderung • Man kann es überall machen (any 4 of 5) 		[4]

(c)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Stärkt das Gleichgewichtsgefühl • (Neue Bewegungen) fördern die Intelligenz 		[2]

(d)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Hauptziel ist, dass Jugendliche Sport treiben • zieht Trendsportarten vor/machen Spaß, sind interessant • klassische Sportarten werden der Jugendkultur nicht gerecht 		[3]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

(e)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • In der Schule • sollen statt traditioneller Sportarten moderne Sportarten eingeführt werden 		[2]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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).

[Total: 20]

4

(a)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Nicht beliebt/ wird nicht ins Team gewählt • Nicht beliebt/ hat keinen Partner • Hat das Gefühl, übrig zu bleiben/belastendes Gefühl/schwer für ihn 		[3]

(b)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Kann nicht beim Sprint mithalten • Kann keinen Handstand • Eigentor beim Fußball 		[3]

(c)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • körperlich-Erlernen von Bewegungen • sozial-verbessert Teamfähigkeit • Rücksicht • kognitiv – verbessert schulische Leistungen • emotional – verbessert emotionale Intelligenz (any 4 of 5) 		[4]

(d)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Man muss nicht stillsitzen/kann sich bewegen • Wettkämpfe machen Spaß • Bringen positive Erlebnisse (any 2 of 3) 		[2]

(e)

	Accept	Reject	Mrk
	<ul style="list-style-type: none"> • Sport zu leistungsorientiert • Kinder werden ausgelacht/als unsportlich bezeichnet • Kinder werden frustiert/können nicht mithalten • gewinnen nichts/bekommen nicht den Ball (any 3 of 4) 		[3]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

Quality of Language – Accuracy (Questions 3, 4 and 5)

[5]

<p>5 Very good Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>
<p>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.</p>
<p>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.</p>
<p>2 Below average Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>
<p>0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.</p>

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).

[Total: 20]

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

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.

Content marks: Summary

[10]

The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):

<u>[pro Trendsport]</u>
Trendsportarten machen Spaß
Abwechslung ist gut/ andere Herausforderung
Es geht um gegenseitiges Helfen/nicht konkurrenzorientiert
Einschätzen der eigenen Fähigkeiten/Respekt für die Umwelt
Alle können mitmachen und sich verbessern/höhere Motivation/ Gut für unsportliche Kinder
Freier und kreativer als traditioneller Sport
Trendsportarten werden der Jugendkultur gerechter/ Verletzungsgefahr ist nicht höher
Fördert die Intelligenz
<u>[klassischer Schulsport] – contra</u>
Kinder, die nicht mithalten, haben keine Lust auf Sport
Unsportliche Kinder verlieren Bewegungsdrang
Folgen für außerschulische Aktivitäten
Keine Möglichkeiten für schwache Kinder, Wettwerbe zu gewinnen
Schwache Schüler werden ausgeschlossen
Zu leistungsorientiert

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge International AS Level – October/November 2016	8683	22

Content marks: Response to the Text/ Persönlicher Standpunkt [5]

Marked like a mini-essay according to the variety and interest of the opinions and views expressed, the response to the original text stimulus and the ability to express a personal point of view.

5 Very good Varied and interesting ideas, showing an element of 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 text. Repeated error.

Quality of Language – Accuracy (Questions 3, 4 and 5) [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.
0–1 Poor Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.

[Total: 20]