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**GERMAN****9717/23**

Paper 2 Reading and Writing

**October/November 2017**

MARK SCHEME

Maximum Mark: 75

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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.

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**1 General Marking Principles**

**1.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided on the following pages. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with the Principal Examiner if necessary, and award marks accordingly.

**1.2 Crossing out:**

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

**1.3** Annotation used in marking:

- (a) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
- (b) NBOD = No Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is **not** given to the candidate and the mark is **not** awarded.
- (c) caret = to indicate where something which is key to the response is missing.

**1.4** No response and '0' marks

There is a NR (No Response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

| Question   | Answer          | Marks | Not Allowed Responses |
|--|-----------------|-------|-----------------------|
| <p><b>Question 1</b></p> <p>Allow one incorrect or missing accent which doesn't alter meaning.<br/>Accept only answers which fit directly into the 'footprint' left by the original word – i.e. no additions, no deletions.</p> <p>Two incorrect or missing accents in one answer, no mark.<br/>Do not allow misspellings.</p> |                 |       |                       |
| 1(a)   | alias           | 1     |                       |
| 1(b)   | mehr <u>als</u> | 1     |                       |
| 1(c)   | beinah(e)       | 1     |                       |
| 1(d)   | Rundfunk        | 1     |                       |
| 1(e)   | fordern         | 1     | Reject: fördern       |

| Question  | Answer   | Marks    | Not Allowed Responses   |
|---|--|----------|---|
| <b>Question 2</b>   |  |          |   |
| Allow one minor spelling mistake or incorrect accent which doesn't alter meaning. |  |          | Two minor spelling errors or accents in one answer, no mark.<br>Errors in verb endings in particular do not constitute minor spelling errors. |
| 2(a)  | ---Traum   | <b>1</b> |   |
| 2(b)  | --- in meiner eigenen Sprache zu hören/anzuhören                           | <b>1</b> |   |
| 2(c)  | ---sind deutsche Texte präziser und direkter                               | <b>1</b> |   |
| 2(d)  | ---vom/von dem/von Nationalsozialismus                                     | <b>1</b> |   |
| 2(e)  | ---wir haben (schnell) das Gefühl, in die rechtsradikale Ecke zu rutschen. | <b>1</b> |   |

| Question  | Answer   | Marks    | Not Allowed Responses |
|---|--|----------|-----------------------|
| <p><b>Question 3</b></p> <p>Indicate which correct point is being rewarded by writing the capital letter of the point given in the scheme below in the body of text.</p> <p>If <u>(and only if)</u> all the words in bold in the square brackets [ ] in the reject column appear in the answer unchanged, reject as a 'lift', regardless of whatever else may have been done with the other words. Indicate by square brackets on the script. Do not use square brackets for other reasons.</p> <p>In general, if the only way a candidate has avoided a lift is by inventing new words or substituting words which are substantially incorrect (but tolerate minor misspelling), penalise as a lift. But if the candidate has made an attempt to avoid the lift by (say) replacing a noun with a verb but has made a mistake with the verb ending, allow the comprehension mark (but bear in mind later for the Quality of Language mark.)</p> <p>It is not uncommon for candidates to 'lift' and then go on to rephrase acceptably, in which case indicate the lift [ ] but reward the rephrase.</p> <p>Words which appear in brackets in the mark scheme are non-essential elements; words which are underlined in the mark scheme are essential elements.</p> |  |          |                       |
| 3(a)  | <ul style="list-style-type: none"> <li>• Musikalische Gleichberechtigung hat stattgefunden/mehr deutsche Musik im Radio/keine Quote mehr</li> <li>• die Szene ist vielfältig</li> <li>• gute Qualität von Produktion und Technik</li> </ul>  | <b>3</b> |                       |
| 3(b)  | <ul style="list-style-type: none"> <li>• es gibt ein Deutsches Musik-Exportbüro</li> <li>• Traum vom Zentrum für das neue deutsche Lied</li> <li>• es gibt ein RocknPopmuseum</li> <li>• es wurde ein Buch veröffentlicht</li> <li>• an der Uni gab es ein Seminar zum Thema</li> </ul> <p style="text-align: right;">(any 4 of 5)</p> | <b>4</b> |                       |
| 3(c)  | <ul style="list-style-type: none"> <li>• Texte sind präziser und direkter</li> <li>• Bessere <b>emotionale</b> Verbindung zu den Inhalten</li> <li>• Bedürfnis nach Verständnis</li> </ul>   | <b>3</b> |                       |

| Question | Answer   | Marks    | Not Allowed Responses |
|----------|--|----------|-----------------------|
| 3(d)     | <ul style="list-style-type: none"> <li>• Durch den Nationalsozialismus</li> <li>• Man hat schnell das Gefühl, in die rechtsradikale Ecke zu rutschen</li> </ul>  | <b>2</b> |                       |
| 3(e)     | <ul style="list-style-type: none"> <li>• Studenten bewerben sich mit englischen Texten</li> <li>• Studenten trauen sich nicht, auf Deutsch zu schreiben</li> <li>• Gefühle ausdrücken, die jeder versteht</li> </ul> | <b>3</b> |                       |

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

[5]

|  |
|--|
| <p><b>5 Very good</b><br/>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).</p>                                   |
| <p><b>4 Good</b><br/>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><b>3 Sound</b><br/>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><b>2 Below average</b><br/>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.</p>   |
| <p><b>0–1 Poor</b><br/>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]

| Question | Answer   | Marks    | Not Allowed Responses |
|----------|--|----------|-----------------------|
| 4(a)     | <ul style="list-style-type: none"> <li>• Top 10 der deutschen Album Charts einige Wochen deutschsprachig</li> <li>• Auch jenseits der ersten Zehn viel Deutschsprachiges</li> <li>• Einige deutschsprachige Lieder in den Charts im Ausland</li> </ul>   | <b>3</b> |                       |
| 4(b)     | <ul style="list-style-type: none"> <li>• Stärkt die Branche</li> <li>• Mehr Radiopräsenz für deutschsprachige Lieder</li> <li>• Mehr Förderung und Hilfe für junge Künstler</li> </ul>   | <b>3</b> |                       |
| 4(c)     | <ul style="list-style-type: none"> <li>• Es gibt mehr Interesse an deutscher Sprache</li> <li>• Hoher Stellenwert der heimischen Künstler</li> <li>• Generationsübergreifendes Interesse an deutscher Musik</li> </ul>   | <b>3</b> |                       |
| 4(d)     | <ul style="list-style-type: none"> <li>• Einheitlicher im Stil/weniger Vielfalt</li> <li>• Kleiner als die jetzige</li> <li>• das Ausland hatte kein Interesse</li> <li>• Songs weniger in den Charts</li> <li>• andere Selbstverständlichkeit</li> </ul> <p style="text-align: right;">(any 4 of 5)</p> | <b>4</b> |                       |
| 4(e)     | <ul style="list-style-type: none"> <li>• Musik ist moderner/cooler</li> <li>• Zeitgemäße /angesagter Arrangements</li> <li>• Kontinuität</li> </ul> <p style="text-align: right;">(any 2 of 3)</p>   | <b>2</b> |                       |

**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.

**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.

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| 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]

**Question 5****Length of 5(a) + 5(b) (Summary and Personal Response)**

Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit.

For these purposes, a word is defined as any item that stands alone and is not joined by a hyphen or apostrophe etc. – i.e. il y a counts as 3 words; qu'est-ce que c'est? likewise.

Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.

If the piece is clearly too long, calculate the length more precisely.

Insert the vertical wavy line after the 150th word to show the end of the response to be marked.

**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):

|   |
|---|
| <b><u>Entwicklung</u></b>   |
| Erstmals in den 80er Jahren Neue Deutsche Welle                     |
| 2004 Antrag auf deutschsprachige Quote; wenig deutsche Musik        |
| Jetzt auch 2015 Neue Deutsche Welle                                 |
| Viele deutschsprachige Lieder in den Album-Charts/mehr Radiopräsenz |
| Auch deutschsprachige Lieder im Ausland in den Charts               |
| Vielseitige Szene   |
| hoffentlich mehr Förderung und Hilfe für einheimische Künstler      |
| Gestört durch den Nationalsozialismus                               |
| Gesteigertes Interesse/hoher Stellenwert der Künstler               |

|   |
|---|
| <b><u>Gründe für Erfolg</u></b>                                   |
| Qualität von Produktion und Technik                               |
| Verändertes Umfeld (Popmuseum/Bücher etc)                         |
| Eigene Identität in der Musik/Kultur                              |
| Texte in der Muttersprache präziser/bessere emotionale Verbindung |
| Musik ist cooler und moderner geworden                            |
| Vorreiter pflasterten den Weg                                     |
| Bedürfnis nach Verständnis  |

**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.

|   |
|---|
| <b>5 Very good</b><br>Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.  |
| <b>4 Good</b><br>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. |
| <b>3 Sound</b><br>A fair level of interest and ideas. May concentrate on a single issue, but there is still a response to ideas in the text.  |
| <b>2 Below average</b><br>Limited range of ideas; rather humdrum. May disregard the element of response to the text, and write a largely unrelated free-composition.                    |
| <b>0–1 Poor</b><br>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]

|  |
|--|
| <b>5 Very good</b><br>Consistently accurate. Only very few errors of minor significance. Accurate use of more complex structures (verb forms, tenses, prepositions, word order).                                   |
| <b>4 Good</b><br>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.                      |
| <b>3 Sound</b><br>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. |
| <b>2 Below average</b><br>Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b><br>Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.  |

[Total: 20]