GERMAN **9717/22**

Paper 2 Reading and Writing **October/November 2017**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** printed pages.

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 <u>to a whole question</u> 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
Question 1			
Allow one incorrect or missing accent which doesn't alter meaning. Two incorrect or missing accents in one answer, no mark. Accept only answers which fit directly into the 'footprint' left by the original word – i.e. no additions, no deletions. Do not allow misspellings.			
1(a)	Strecke	1	
1(b)	reisen	1	Reject: transportieren
1(c)	Lastwagen	1	
1(d)	heimisch(e)	1	
1(e)	<u>von</u> Hand	1	

Question	Answer	Marks	Not Allowed Responses
Question 2			
Allow one minor spelling mistake or incorrect accent which doesn't alter meaning. Two minor spelling errors or accents in one answer, no mark. Errors in verb endings in particular do not constitute minor spelling errors.			
2(a)	–hoch/so hoch/gestiegen	1	Reject: hoher, höher, absurd
2(b)	–kann ich diese Krabben (billiger) an die Verbraucher in Deutschland verkaufen/können diese Krabben...verkauft werden	1	
2(c)	–Schwarzwälder Schinken kaufen.	1	
2(d)	–gegessen/verbraucht	1	Reject: verkauft
2(e)	–Bereitschaft	1	

Question	Answer	Marks	Not Allowed Responses
Question 3			

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.

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.

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.)

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.

Words which appear in brackets in the mark scheme are non-essential elements; words which are underlined in the mark scheme are essential elements.

Question	Answer	Marks	Not Allowed Responses
3(a)	• (Mit dem LKW) durch Europa • (Mit dem Schiff) nach Marokko • (Den gleichen Weg) zurück	3	• Reject **nach** Europa
3(b)	• Trotz hoher Ölpreise lohnt sich Geschäft • Billigere Arbeitskräfte im Ausland • Staatliche Subventionen • Langer Transport ist billiger als vor Ort verarbeiten • Landen wieder am Ausgangspunkt (any 4 of 5)	4	
3(c)	• Es gibt mehr Tiere als möglich ist/Trick der Hersteller • Tiere müssen nicht aus dem Schwarzwald stammen • Nur Fleisch muss dort geräuchert sein	3	
3(d)	• Europaweit essen die Deutschen die meisten Öko/Bioprodukte • Zahlen mehr für regionale Produkte • Deutsche achten mehr auf Bio/Öko	3	
3(e)	• Ausweisen, woher die Nahrungsmittel stammen • Problem: Reisewege zwischendurch nicht erkennbar	2	

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.

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 Quality of Language marks only if 0 Content marks).

Question	Answer	Marks	Not Allowed Responses
Question 4 **Mark as Question 3**			
4(a)	• Bessere Qualität • Informationen über Herkunft	**2**	
4(b)	• Vermeidung von Lebensmitteltransporten • Stärkung der heimischen Landwirtschaft • Förderung der regionalen Wirtschaft	**3**	
4(c)	• Schadstoffemissionen vermieden • <u>Fossile</u> Energien eingespart	**2**	
4(d)	• Flugzeug • Für verderbliche Lebensmittel • Verbrauchernachfrage	**3**	
4(e)	• vermeiden Eintönigkeit • Lassen Vorfreude aufkommen	**2**	
4(f)	• Können auf dem Feld ausreifen • Schmecken besser • Sind gesünder	**3**	

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.

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 Quality of Language marks only if 0 Content marks).

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 <u>after</u> the 150th word to show the end of the response to be marked.

<u>Content marks: Summary</u>   [10]

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

<u>Gründe für regionale Produkte</u>
Weniger Transportwege
Bessere ökologische Bedingungen
Bessere Qualität/schmeckt besser/gesünder
Verbraucher hat Info über Herkunft

Stärkt heimische Landwirtschaft und regionale Wirtschaft
Umweltfreundlicher/spart Energie
Überschaubare Strukturen/Transparenz/Vertrauen/weniger Lebensmittelskandale
Verhindern Eintönigkeit/mehr Vorfreude
<u>Probleme</u>
Eine Kennzeichnung fehlt oft
Teurer als importierte Ware (Subventionen, billige Arbeitskräfte)
Kennzeichnung oft irreführend
Nicht alles ist immer erhältlich
Verbraucher wollen Produkte aus exotischen Ländern

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.