



# Cambridge International AS Level

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**GERMAN LANGUAGE**

**8683/02**

Paper 2 Reading and Writing

**May/June 2023**

MARK SCHEME

Maximum Mark: 70

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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 2023 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.

|                                     |   |
|-------------------------------------|---|
| <b>1 General Marking Notes</b>      |   |
| 1.1 Annotation of scripts in scoris |   |
| <b>Question 1</b>                   | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Annotate the script where necessary.   |
| <b>Question 2</b>                   | Enter a mark of 1, 0 or NR as appropriate for each item ((a), (b), (c) etc.) in the mark input box.<br>Annotate the script where necessary.   |
| <b>Questions 3 and 4</b>            | <p><b><u>Content marks</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR a <b>tick + BOD</b> (benefit of doubt).</li> <li>Use a <b>cross</b> or <b>NBOD</b> (no benefit of doubt) as necessary.</li> <li>Use the highlighting tool to <b>highlight</b> any words which are lifted.</li> <li>The following abbreviations may also be useful:<br/>TOL: tolerate<br/>INV: invalidates<br/>HA: harmless addition<br/>TV: too vague<br/>NFP: no further penalty / repeated error<br/>GTF: goes too far</li> <li>The number of ticks for each item ((a), (b), (c) etc.) will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) for each item in the mark input box.</li> </ul> <p><b><u>Quality of Language Mark</u></b></p> <ul style="list-style-type: none"> <li>If any items have scored zero for content, insert an <b>on-page comment</b> after the last item in the question and type in the details of the Quality of Language mark, e.g.:<br/>5 – 2 = 3<br/>OR<br/>min 1</li> <li>Then enter the Quality of Language mark in the mark input box for Question <b>3L</b> / Question <b>4L</b>.</li> <li>If no adjustment needs to be made to the Quality of Language mark, enter the mark in the mark input box without annotating the script.</li> </ul> |
| <b>Question 5</b>                   | <p>If the answer exceeds 150 words, insert the vertical wavy line <u>after</u> the 150th word to show the end of the response to be marked. </p> <p><b><u>Summary</u></b></p> <ul style="list-style-type: none"> <li>Annotate each correct point with a <b>tick</b> OR <b>tick + BOD</b> up to a maximum of 10 ticks.</li> <li>Use a <b>cross</b> or <b>NBOD</b> as necessary.</li> <li>The number of ticks will be added up for you and the total will appear beneath the tick annotation in the toolbar. Enter the mark (or NR as appropriate) in the mark input box for Question <b>5(a)</b>.</li> </ul> <p><b><u>Personal response</u></b></p> <ul style="list-style-type: none"> <li>Enter the mark for Personal response in the mark input box for Question <b>5(b)</b>.</li> <li>Note: if the Personal Response cannot be marked because it comes after the 160-word limit award a mark of 0, <b>not</b> NR.</li> </ul> <p><b><u>Quality of Language</u></b></p> <ul style="list-style-type: none"> <li>Enter the mark for Quality of Language in the mark input box for Question <b>5L</b>.</li> </ul>   |

|            |   |
|------------|---|
| <b>1.2</b> | Standardisation sample: to be completed <b>and submitted</b> by <u>xxx</u> . The Principal Examiner will get in touch by phone or scoris messaging system to provide feedback. Although you will be able to download about 20 live scripts once you have submitted your Standardisation sample, <b>you will not be able to submit marks for these scripts or download further scripts until the Principal Examiner has approved your marking.</b> |
| <b>1.3</b> | Batch 1: 40% of your scripts to be marked by <b>xxx</b> .   |
| <b>1.4</b> | Batch 2: all scripts to be marked by <b>xxx</b> .   |
| <b>1.5</b> | Please send your Assistant Examiner report to the Principal Examiner by the Batch 2 deadline (by email).  |
| <b>1.6</b> | Once the marking ‘for real’ starts, scoris depends on the Principal Examiner being able to constantly monitor your marking and feed back to you about marking errors and misinterpretations of the Mark Scheme so that you can take corrective action. You must not, therefore, mark more than <b>25 scripts per day</b> for the first week of marking.   |

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| <b>2 General Marking Principles</b>  |
| <b>2.1</b> 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.  |
| <b>2.2 Crossing out:</b><br><b>(a)</b> If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.<br><b>(b)</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.  |
| <b>2.3</b> Annotation used in marking:<br><b>(a)</b> 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.<br><b>(b)</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 <b>not</b> given to the candidate and the mark is <b>not</b> awarded.<br><b>(c)</b> caret = to indicate where something which is key to the response is missing.  |
| <b>2.4</b> No response and '0' marks<br>There is a NR (No Response) option in <b>scoris</b> .<br>Award NR (No Response): <ul style="list-style-type: none"><li>• If there is nothing written at all in the answer space or</li><li>• 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</li><li>• If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).</li></ul> Award 0: <ul style="list-style-type: none"><li>• 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.</li></ul> |

## Detailed Mark Scheme

## Section 1

| Question  | Answer                              | Marks | Not Allowed Responses |
|---|-------------------------------------|-------|-----------------------|
| <b>Question 1</b>   |                                     |       |                       |
| 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)  | Tipps (insist on capital T)         | 1     |                       |
| 1(b)  | Gleichgewicht (insist on capital G) | 1     |                       |
| 1(c)  | fällt                               | 1     |                       |
| 1(d)  | probiert                            | 1     |                       |
| 1(e)  | mindestens                          | 1     |                       |

| Question  | Answer   | Marks | Not Allowed Responses        |
|---|--|-------|------------------------------|
| <b>Question 2</b>   |  |       |                              |
| Allow one minor spelling mistake which doesn't alter meaning. |  |       |                              |
| 2(a)  | interessiert sich (auch) die Industrie für sie | 1     | Insist on correct word order |
| 2(b)  | auszutauschen (insist on one word)             | 1     |                              |
| 2(c)  | Unterstützung (insist on capital U)            | 1     |                              |
| 2(d)  | den/diesen/meinen                              | 1     |                              |
| 2(e)  | haben  | 1     |                              |

| Question                           | Answer   | Marks    | Not Allowed Responses |
|------------------------------------|--|----------|-----------------------|
| <b><u>Question 3</u></b>           |  |          |                       |
| Reject direct lifts from the text. |  |          |                       |
| 3(a)                               | <ul style="list-style-type: none"> <li>• Jetzt auch Schuhe <b>in kleineren Größen</b></li> <li>• Jetzt auch spezielle Kleidung für Frauen</li> <li>• Größere Auswahl an <b>Farben</b></li> </ul>   | <b>3</b> |                       |
| 3(b)                               | <ul style="list-style-type: none"> <li>• Patti McGhee gewinnt (1964) Wettbewerb</li> <li>• auf dem Cover von Life Magazine (1965)</li> <li>• Skateboarden ist olympische Disziplin <b>für Männer und Frauen</b></li> </ul>   | <b>3</b> |                       |
| 3(c)                               | <ul style="list-style-type: none"> <li>• haben die Welt vernetzter gemacht</li> <li>• Skaterinnen können sich austauschen</li> <li>• Skaterinnen unterstützen sich gegenseitig/haben jüngeren Frauen den Weg geebnet</li> </ul>  | <b>3</b> |                       |
| 3(d)                               | <ul style="list-style-type: none"> <li>• früher konnte sie nicht davon leben</li> <li>• seit einem Jahr ist das möglich</li> <li>• kann sich eine Karriere als Profi-Skateboarderin vorstellen</li> </ul>  | <b>3</b> |                       |
| 3(e)                               | <ul style="list-style-type: none"> <li>• Sie trainiert oft allein/hat keine Partnerin <b>weil es nicht viele Frauen gibt</b></li> <li>• Trainiert mit ihrem Vater, <b>aber er ist kein Profi/skatet nicht selber</b></li> <li>• Trainiert mit dem Bundestrainer <b>der Männer</b></li> </ul> | <b>3</b> |                       |

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.  |

**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 |
|---------------------------|--|----------|-----------------------|
| <b>Question 4</b>         |  |          |                       |
| Mark as <b>Question 3</b> |  |          |                       |
| 4(a)                      | <ul style="list-style-type: none"> <li>organisiert wöchentliche Sessions nur für Mädchen</li> <li>organisiert Wettbewerb nur für Frauen</li> <li>hat Fahrerinnen aus dem Ausland eingeladen</li> </ul>   | <b>3</b> |                       |
| 4(b)                      | <ul style="list-style-type: none"> <li>von Männern dominiert/Frauen in der Minderheit</li> <li>Zuschauer interessieren sich nicht für Frauensport</li> <li>Frauen brauchen eine besondere Persönlichkeit</li> </ul>                            | <b>3</b> |                       |
| 4(c)                      | <ul style="list-style-type: none"> <li>Mädchen werden zur Ordnung erzogen/Skateboarden bringt Verletzungen und Dreck</li> <li><b>Veraltete</b> Geschlechterrollen</li> <li>Wenige Mütter fahren Skateboard/fehlende Vorbildfunktion</li> </ul> | <b>3</b> |                       |
| 4(d)                      | <ul style="list-style-type: none"> <li>Skaten muss als <b>richtiger/gleichwertiger</b> Sport anerkannt werden</li> <li>Nicht genug Investition in den Sport (Anlagen/Training)</li> <li>Ungleiche Preisgelder</li> </ul>                       | <b>3</b> |                       |
| 4(e)                      | <ul style="list-style-type: none"> <li>Tochter lässt sich von den Jungen nicht beirren/einschüchtern</li> <li>Es gibt mehrere skatende Mädchen in ihrer Klasse</li> <li>Die Zahl der skatenden Mädchen steigt weltweit</li> </ul>              | <b>3</b> |                       |

**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.  |

**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 5**

| Question   | Answer | Marks | Not Allowed Responses |
|--|--------|-------|-----------------------|
| <p><b><u>Question 5</u></b></p> <p><b>Length of 5(a) + 5(b) (Summary and Personal Response)</b></p> <p>Writing within the maximum length is part of the task, and candidates who remain within the limit (140 words in total) deserve credit.</p> <p>Examiners make a rough estimate of the length by a quick calculation of the number of words on a line.</p> <p>If the piece is clearly too long, calculate the length more precisely.</p> <p>Insert the vertical wavy line <u>after</u> the 150th word to show the end of the response to be marked.</p>  |        |       |                       |

| Question | Answer  | Marks | Not Allowed Responses |
|----------|---|-------|-----------------------|
| 5        | <p><b><u>Content marks: Summary</u></b><br/>The summary could include the following points (award 1 mark for each point covered up to a maximum of 10 points):</p> <p><b>Was zeigt den Erfolg von Frauen im Skateboarden?</b></p> <ul style="list-style-type: none"> <li>• Die Zahl der Skaterinnen steigt</li> <li>• Die Industrie interessiert sich jetzt für sie/spezielle Schuhe und Kleidung</li> <li>• 1964 gewann die erste Frau einen Profi Wettbewerb/Titelbild von „Life“</li> <li>• Einige Profi Skaterinnen können jetzt von ihrem Sport leben/Firmensponsering und Preisgelder</li> <li>• Skateboarden ist olympische Disziplin für Männer und Frauen</li> <li>• Es gibt spezielle Kurse/Förderung/Wettbewerbe für Frauen</li> </ul> <p><b>Welche Probleme gibt es noch?</b></p> <ul style="list-style-type: none"> <li>• Man braucht eine starke Persönlichkeit um sich nicht einschüchtern zu lassen/ist immer noch männerdominiert</li> <li>• Preisgelder nicht immer gleich mit Männern/ungenügende Rahmenbedingungen</li> <li>• Unterschiede in der Erziehung/Mädchen sollen ordentlich sein</li> <li>• Antiquierte Geschlechterrollen</li> <li>• Noch nicht genügend weibliche Idole/Vorbilder</li> <li>• Zuschauer interessieren sich nicht für Frauensport/denken Frauen sind nicht so gut</li> <li>• Wenige Frauen, also Mangel an Trainingsmöglichkeiten mit anderen Frauen</li> </ul> <p>Red – Text 2</p> | 10    |                       |

**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>     | Varied and interesting ideas, showing an element of flair and imagination, a capacity to express a personal point of view.   |
| <b>4 Good</b>          | 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>         | 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> | 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>        | 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>     | 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>          | 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>         | 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> | Persistent errors in tense and verb forms. Prepositions frequently incorrect. Recurrent errors in agreement of adjectives.   |
| <b>0–1 Poor</b>        | Little or no evidence of grammatical awareness. Most constructions incomplete or incorrect. Consistent and repeated error.   |

[Total: 20]