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Cambridge O Level

Cambridge Assessment International Education
Cambridge Ordinary Level

GERMAN **3025/01**

Paper 1 Translation and Composition **October/November 2017**

MARK SCHEME

Maximum Mark: 60

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.

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GENERAL

Mark Allocation:

2 out of:	Question 1 Picture Composition	30 marks
	Question 2 Guided Composition	30 marks
	Question 3 Translation into German	30 marks
	Total	60 marks

General Instructions for Marking Questions 1 and 2

Marks:	
Communication:	5 marks
Language:	20 marks
Impression:	5 mark
Total:	30 marks

1 Relevance

The essay should, in the opinion of the examiner, be a genuine attempt to answer the question, whether from pictures or rubric. All relevant material should be accepted, even if the candidate has misinterpreted the story or parts of it.

2 Padding

Any material which is clearly irrelevant or deliberately evasive of the subject should be bracketed and ignored in the word-count and marking. The word PAD should be written in the left-hand margin.

3 Tenses

Accept either PERFECT or IMPERFECT as the narrative tense, where this is *appropriate.*

4 Counting words

The definition of a 'word' in the essay questions is any group of letters (including hyphens and apostrophes) between two spaces. Numbers written as figures count as one word. If written as words, follow normal rules.

5 Titles

Ignore any title supplied by the candidate for both word-counting and marking. In letters, ignore any address and date – start the word count at the prescription.

6 Short essays

These present no problem. They gain fewer ticks.

7 Long essays

The first 150 words ONLY will be assessed for BOTH Language AND Communication. Put // after the 150th word and ignore everything thereafter. HOWEVER, if the 150th word is part of a following marking unit and is a scoring word, allow it if the unit is correct – Sie/sind gegangen = 1.

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8 Marking units

Marking units, which may consist of a single word or a group of words, will be ticked, in accordance with the detailed Language Mark Scheme, if all elements are correct. Please tick ABOVE the marking unit ensuring it is clear to what the tick relates.

Please note that mistakes with umlauts, hyphens and apostrophes will ***no longer be penalised*** except where misuse of umlaut changes the meaning e.g. die Mutter/die Mütter or konnte/könnte.

Please remember not to penalise punctuation errors, including use/misuse of capitals and splitting words (der Super Markt).

9 Plus and Minus symbols

If an examiner feels that a candidate has been excessively rewarded (possibly by gaining ticks repeatedly for identical or nearly identical material) or that s/he has not received all the credit s/he deserves (outstanding vocabulary which only gets one tick or a very brave attempt that gets no tick at all), s/he should indicate this with a – or a + in the right-hand margin.

10 Immediate Repetition

No credit is given for immediate repetition. "Hilfe! Hilfe!" = 1. Repeated use of particular structures or lexical items should be credited each time, but use minus symbol and bear in mind for Impression mark.

11 Repeated Errors

Repeated vocabulary errors are not treated as consequential in questions 1 and 2. Examiners can compensate by using + symbols in the right-hand margins.

12 Scoring

For question 1:

Language: Draw a line across the page after the first ten ticks and do not count these first ten in the total. An essay with 10 ticks or fewer will score 0. Count subsequent ticks up to a maximum of **60** and divide the total by 3 (round up or down to the nearest whole number – see separate scale on p. 9 for reference). This gives a maximum mark of 20.

Impression: The 5 marks will often be awarded in direct proportion to the Language mark gained, but there is flexibility to move up or down, particularly to reflect the + and – symbols in the right-hand margin. Note that, as the ratio will now be 1:4 instead of 1:5, it will frequently be necessary to make a decision as to whether the Impression mark should go up or down. For example, in the absence of other evidence, a mark of 12 would be awarded an Impression mark of 3; 13 – 3; 14 – 3 or 4; 15 – 4 and so on.

Communication: Allocation of specific points will be discussed at our Coordination Meeting. Five marks are available and should be indicated by writing "1" per communication point in whichever margin you prefer.

Set out the 3 separate marks at the bottom of the question, add together and ring the total.

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Marking Credit Points

Successful attempts at manipulating language structures in order to communicate relevant information will be awarded ticks. Some examples of the way in which ticks are awarded are included below. These examples are not exhaustive.

1 Verbs

The present tense is not acceptable as a narrative tense.
All verbs score **ich habe = 1 hast du = 2**
If verb and subject are repeated they still score but put a minus in the margin.

Subject (noun or pronoun) + finite verb correct
Mein Freund ist angekommen =1; sie sind aufgestanden =1

A mistake in the noun invalidates the unit
Mein Freundin ist angekommen = 0

Plural verb with 2 subjects accept if either subject is correct
Der Mädchen und der Junge haben gesehen = 1

Incorrect subject with 2 correct verbs – tick the second verb.
Der Mädchen ist ausgegangen und hat gesehen = 1

- Modal verbs and infinitive

Ich musste =1 meine Oma besuchen = 1

- Imperatives

Mach die Tür zu! =1 Seien Sie ruhig =1

- Passive – by normal rules

Die Juwelen wurden gestohlen =2
Die Juwelen wurden stohlen =1

2 Word order

Successful attempts at varying word order gain additional ticks.
Suggest Maximum 5 extra ticks

- Verb as second idea – where the clause begins with something other than the subject/pronoun.

Jeden Samstag spielte er (= 1) Tennis.

- Verb at end of the clause

ich bin wieder zur Schule gegangen, weil ich mein Heft vergessen hatte. = 1

- Um...zu...

Dann setzte er sich hin, um seine Hausaufgaben zu machen = 1

- Time, Manner, Place =2

Der Mann ist um elf Uhr mit dem Flugzeug nach Frankreich geflogen.

If two elements of TMP are included in the correct order then 1 tick will be awarded.
Der Mann ist um elf Uhr nach Frankreich gefahren = 1

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- Infinitive

Ich beschloss, ein Eis zu <u>essen</u> = 1

- Separable prefixes

Er ging die Straße <u>hinunter</u> = 1

3 Nouns

A noun scores only as part of a unit. There is no reward for nouns preceded only by a cardinal number. Do not penalise the misuse of capitals with nouns.

- subject + verb (see 1 Verbs)

Sie warf den Ball = 1

- preposition and noun

mit dem Auto = 1
während des Tages = 1

- possessive adjective and noun

mein Auto = 1
er hatte seine Tasche (= 1) vergessen

- plurals

zwei Tage (= 1) danach

4 Pronouns

All pronouns score other than ich, du, er, sie, es, man, wir, sie, Sie and reflexives.

- damit, darauf etc

ich hatte nicht damit (= 1) gerechnet, dass es regnen würde

- emphatic selber, selbst

ich habe selber (= 1) den Unfall gesehen

- Relative pronouns

Der Unfall, den (= 1) ich gestern gesehen habe, hat mich erschüttert (the word order implications of the relative clause will also be rewarded).

- Interrogatives

Wer? = 1 Woher? = 1 etc

- alle, beide, viele, wenige, einige, mehrere score 1 point

einige (= 1) Schüler haben darüber gesprochen

5 Adjectives

Adjective and noun or pronoun form a marking unit. The adjective must be in the correct form. Repetition of identical noun and adjective combinations should be rewarded each time and noted with the use of minus symbols.

- **der traurige Mann = 1 die Familie war traurig = 1**

die Familie waren (= 0) traurig = 1

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- adjectival nouns

ich habe einen Bekannten (= 1) gesehen

- adjectives after etwas, nichts, viel, wenig and allerlei

er hatte etwas Wunderbares (= 1) erzählt

- Comparisons

Er ist größer (=1) als seine Schwester
When used adjectivally comparisons will score two points
der größere (= 2) Sohn
er weinte wie ein Baby = 1

immer + comparison scores two points **immer größer = 2**

- Superlatives score two points

Er wohnte im kleinsten Haus =2
Dort war der Fluss am gefährlichsten = 2

6 Prepositions

These score one tick as part of a unit. They must be accompanied by the appropriate case. Repetition of preposition and noun will score each time but be indicated by a minus in the margin.

- with nouns

Der Dieb lief über die Brücke. = 1

- with pronouns

mit mir = 1

- with certain verbs

sie hat vor Freude geweint = 1

- after certain adjectives

Wir waren sehr stolz auf ihn = 1

7 Adverbs

Tick adverbs and adverbial phrases each time they appear. Note repetitions by putting a minus in the margin. Include interrogatives: **Wo? Wann? Wie? Warum? etc**
adverbial constructions of time must have small letters
mittwochs =1 Mittwochs = 0
Do not tick **sehr, ja, nein**

8 Conjunctions

Tick all conjunctions except **und** and **aber**. The tick is awarded for the conjunction and a separate tick is awarded if there is an implication on word order.
Ich weiß, dass er mein Freund ist = 1
Ich weiß, dass er ist mein Freund = 0

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9 Expressions (time, weather, idioms, interjections, greetings, proverbs etc.)

Time **Es war Viertel vor fünf = 1**
Weather **Es gab ein Gewitter = 2 Es regnete = 1**

Miscellaneous
Guten Tag = 1
Hallo = 1
Auf Wiedersehen = 1
Wie bitte? = 1
Wie geht's? = 2
Es geht mir gut = 2
Gott sei Dank! = 2
Mach Dir keine Sorgen = 3
Wie schade = 1

Communication

5 marks are awarded for relevant communication in Question 2. A communication mark can only be awarded for a statement containing a verb in a recognisable and acceptable tense. Therefore, *Frau Schneider isst ihr Frühstück* would not score a communication point nor a language tick as it is inappropriate in the context. It is not necessary for all six pictures to be covered and, where appropriate, more than one point may be covered in a particular picture. All communication points must be achieved within 150 words.

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Instructions for marking question 2

In general, the instructions for marking Question 1 apply equally to Question 2. The following points need to be made.

Tenses
The essays will be written mainly in the imperfect and perfect tenses although justifiable use of other tenses will also be rewarded.

Padding
Inclusion of irrelevant information will be dealt with as padding (see paragraph 2 page 2). A maximum of 5 ticks will be awarded for pre-learnt preambles.

Communication
As with question 1, please award communication marks to any 5 relevant, separate statements that conform to the linguistic criteria set out earlier.

2(b) Conversation
Names written as conversation markers will not be counted in the word count.

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Instructions for Marking Question 3

1 Each of the five sections (A to E) is divided into 14 marking groups as shown in the detailed Mark Scheme. Each marking group carries one mark which can be awarded up to a maximum of **12** in each of the five sections. Therefore, in each section, 2 errors can be made without affecting full marks.

2 Tick each correct marking group. There is no need to underline errors, nor to add them up. There are no tolerances: the marking group must be correct within the definition given in the general instructions.

3 Repeated errors of vocabulary must not be penalised. Grammatical errors must be penalised each time they occur, even when they are identical with an error already penalised.

4 If an examiner decides to accept a version not on the scheme, s/he must put a D in the left-hand margin.

5 Do not penalise:

(a) consequential errors, except of tenses
(b) failure to keep sections separate
(c) faulty punctuation
(d) accent errors
(e) words added, unless they contain errors
(f) confusion of ss and ß

6 Allow the imperfect as the narrative tense.

7 The mark awarded for each section should be shown in the right-hand margin.

8 The sum of all the sub-totals should be shown at the end, immediately to the left of the right-hand margin. Working total out of 60 should be halved and crossed through but left legible. Round up any halves. Total mark for the question out of 30 should be placed in the right-hand margin and ringed.

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Detailed mark scheme for Question 3

Question	Answer	Marks
3A	1 Petra und ihre Eltern	**12**
	2 hatten viel/mussten viel	
	3 zu tun / tun/machen.	
	4 Petra musste...packen	
	5 zwei Taschen [*also accept* Koffer]	
	6 mit ihren Lieblingssachen/mit ihren liebsten Sachen/Dingen.	
	7 Ihre Familie	
	8 zog ....um	
	9 von Berlin nach Hamburg.	
	10 Obwohl/Obgleich/Auch wenn Petra....	
	11 ein bisschen/ein wenig/etwas	
	12 Angst hatte/ängstlich war/sich fürchtete	
	13 war sie	
	14 auch aufgeregt/gespannt/begeistert.	

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Question	Answer	Marks
3B	1 Wie konnte	**12**
	2 sie entscheiden/beschließen	
	3 was sie [ein]packen sollte?	
	4 Dies/Das/Es war keine / Das war nicht	
	5 einfache/leichte Aufgabe / einfach	
	6 weil sie.... weil ihr... *also accept constructions with* ‚denn'	
	7 viele Dinge/Sachen	
	8 mochte/gut fand/gefielen.	
	9 Alles war	
	10 auf dem Boden	
	11 in ihrem Zimmer.	
	12 Dieser Berg/Diese Masse	
	13 würde nie	
	14 in die Taschen passen/gehen.[do not accept kommen]	

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Question	Answer	Marks
3C	1 Ihre Großmutter/Oma	**12**
	2 kam und	
	3 gab Petra	
	4 einen neuen Teddybär[en].	
	5 „Dieser Bär	
	6 heißt Tim und	
	7 wird	
	8 dein neuer Freund	
	9 sein!“	
	10 sagte sie.	
	11 Tim war nun	
	12 ihr bester Freund.	
	13 Sie durfte ihn	
	14 nicht vergessen!	
3D	1 Am nächsten Tag	**12**
	2 packte/tat/legte die Familie	
	3 das Gepäck/die Koffer/die Taschen	
	4 ins Auto/in den Wagen.	
	5 Sie starteten / fuhren...los	
	6 um 10 [Uhr]	
	7 am Morgen/morgens.	
	8 Bald/Endlich/Schnell	
	9 kamen sie ....an/erreichten sie	
	10 [in] Hamburg	
	11 und packten/luden	
	12 aus.	
	13 Sie waren froh/glücklich	
	14 in Hamburg zu sein.	

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Question	Answer	Marks
3E	1 Später	**12**
	2 konnte Petra	
	3 ihr	
	4 neues	
	5 Spielzeug / Stofftier	
	6 nicht finden.	
	7 Sie riefen telefonierten	
	8 [die] Großmutter/Oma mit der	
	9 an Großmutter/Oma	
	10 und sie versprach	
	11 Tim mit der Post	
	12 zu schicken/zu senden.	
	13 Ende gut	
	14 alles gut.	

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