Cambridge International A Level

GERMAN LANGUAGE AND LITERATURE   **9897/32**

Paper 3 Literature   **October/November 2025**

MARK SCHEME

Maximum Mark: 40

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **6** printed pages.

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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✔	Credit for good language or content point
✖	Incorrect
∧	Omission
IR	Irrelevant
REP	Repetition
DEV	Development, expansion of a point
DET	Relevant detail
EVAL	Evaluation
EG	Relevant example used
?	Meaning unclear or illegible
SEEN	To indicate that page has been seen and any creditworthy material has been awarded
On-page comment	Wrong question number given by candidate
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

Candidates respond to two questions. One from Section A and one from Section B. Each question is worth 20 marks.

The recommended response length is 400–500 words for each question. There will be no penalty for responses that do not adhere to the recommended response length.

Candidates will write their answers in German. Examiners will look for a candidate's ability to communicate effectively and will ignore linguistic errors which do not impede communication.

Passage based questions: Examiners should consider the extent to which candidates have been able to identify the significant issues raised in the passage and, where appropriate, have applied these to the text as a whole. The passage is a stimulus passage, to be used as a springboard to give candidates a starting point for their answer.

Essay questions: Examiners should consider the extent to which candidates show detailed knowledge and understanding of the wider text.

Candidates may address the question in many different ways. There is no one required answer or approach, so do not penalise answers for leaving out a particular focus.

The Literature assessment objectives are:

L1: Present a relevant, structured and supported response.
L2: Demonstrate understanding of literary texts in a variety of genres, with an appreciation of relevant contexts and cultures.
L3: Analyse ways in which writers create meaning and effects to engage the reader.
L4: Produce personal opinions and interpretations of literary texts.

Generic guidance on using levels-based mark schemes

(a) Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, examiners should use the following guidance to decide on a specific mark:
- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

(b) Examiners are reminded that in the Literature component language proficiency is not the focus of the assessment; this component is aimed at assessing candidates' responses to literature at level B2 and C1 of the Common European Framework of Reference for Languages (CEFR). The descriptors in this mark scheme should be understood and applied with reference to CEFR B2 and C1 level of the relevant tables.

Level	Description	Marks
5	**Perceptive** • Presents a relevant, focused and well-structured response to the question. The response is supported by appropriate and concise textual references or quotations. • Shows consistently detailed knowledge and understanding of the text and its themes, including context that is relevant to the question. • Demonstrates perceptive analysis of the ways the writer conveys meaning and creates effects in the text; can comment in detail on how the text engages the reader. • Produces a thoughtful and balanced personal interpretation and analysis of the text.	17–20
4	**Competent** • Presents a relevant, mostly focused and structured response to the question. The response is supported by appropriate textual references or quotations. • Shows sound knowledge and understanding of the text and its themes. • Demonstrates sound awareness of the ways the writer conveys meaning and creates effects in the text. Some analysis and evaluation. Can comment on how the text engages the reader. • Produces a personal interpretation with some analysis of the text.	13–16
3	**Satisfactory** • Presents a more generalised response to the question. There is an attempt to structure the response. Includes some relevant references or quotations but may omit key points. • Knows the text and shows some understanding of the themes; may focus on narrative. • Demonstrates some awareness of the ways the writer creates meaning and effects but tends to describe rather than analyse. • Expresses a personal response to the work, showing some understanding of the text. Little analysis.	9–12
2	**Limited** • Responds with limited focus on the question. References to the text are not always correct or relevant. • Shows limited knowledge of the text and limited understanding of the themes, focusing on narrative. • Shows limited awareness and understanding of how the writer creates meaning and effects. • Expresses a personal response which includes some references to the text, without analysis.	5–8
1	**Simplistic** • Responds in an unstructured way, with little or no focus on the question. Few and/or irrelevant textual references. • Little knowledge of the text. Response is too general to show understanding. • Shows little awareness of how the writer creates meaning and effects. • Expresses a simplistic personal response.	1–4
0	No creditable response.	0

Glossary of terms used in the Literature levels-based mark schemes

Textual references: A textual reference paraphrases or gives a short summary of a part or parts of the text.

Quotations: Quotations are words or phrases copied directly from the text.

Themes: Themes are the key ideas, subjects or deeper meanings that a writer communicates throughout their work.

Context: Context refers to the time or location in which the writer lived or the writer's personal experience. It may also refer to the cultural, historical and physical setting of the text.

Conveys meaning: This refers to how writers use language to communicate their ideas.

Creates effects: This refers to the ways in which writers use language and techniques to create specific effects for the reader such as building tension or creating sympathy for a character.

Engages the reader: This refers to the ways in which writers actively shape their material to interest and hold the attention of their readers.

Personal interpretation: This refers to a candidate expressing their individual opinions about a text. It does not refer to opinions or interpretations produced by other writers/editors.

Narrative: Narrative is used to describe a response that focuses on retelling the story or plot.