

**MARK SCHEME for the May/June 2013 series**

**0525 GERMAN (FOREIGN LANGUAGE)**

**0525/21**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 65

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0525	

## 1 General Marking Principles

**1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 2 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

### 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 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r} 5 \text{ number of correct ticks} \\ - 2 \text{ minus number of extra ticks} \\ = 3 \end{array}$$

- (d) Answers in pen do not take precedence over answers in pencil, eg if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

### 1.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2  
Both correct answers on line 1, but another answer on line 2 wrong = 1  
(or vice-versa)

Page 3	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

**1.5 Reading tasks:** answers requiring the use of German (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. mein, dein, sein etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

**1.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect German if the word given means something else in German.** (Incorrect which constitutes a word in any language other than German is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 1.5 above).

**1.7** Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) 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.

**1.8** 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.

Page 4	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

### 1.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1** reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see 1.5(d)) – in which case a lift will be specifically rejected in the Mark Scheme.

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

### 1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes:  (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded  (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

Page 5	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0525	

2 Detailed Mark Scheme

SECTION 1

Erster Teil  
Erste Aufgabe

- 1. D [1]
- 2. C [1]
- 3. A [1]
- 4. B [1]
- 5. B [1]

[Total: 5]

Zweite Aufgabe

- 6. C [1]
- 7. A [1]
- 8. B [1]
- 9. D [1]
- 10. F [1]

[Total: 5]

Dritte Aufgabe

- 11. A [1]
- 12. B [1]
- 13. C [1]
- 14. A [1]
- 15. B [1]

[Total: 5]

Page 6	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

**Vierte Aufgabe**

**Exercise 4 Question 16**

**COMMUNICATION:** 1 mark per item up to a maximum of 3

+

**APPROPRIATENESS OF LANGUAGE:** 0, 1 or 2 marks according to grid

- Mark answers that are not written in the space provided for that purpose exactly as if they were written in the correct space, e.g. where candidates answer the questions but ignore the instruction to frame their answer as a message:
- Where there are two versions, one by pics + one in box, mark what is in the box.

<p><b>Communication</b></p> <p style="text-align: center;"><b>ACCEPT</b></p> <p>For Communication, accept attempt at any tense Spelling, use rules in 2.5, look alike, sound alike, etc</p> <p><b>(a)</b> Ich gehe/fahre/reise an die Küste/an die See/ans Meer/an den See/ zum Strand. Requires mention of a relevant place Accept alternative prepositions.</p> <p><b>(b)</b> Ich schwimme/Ich spiele im Wasser etc Notion of relevant activity</p> <p><b>(c)</b> Ich fahre/komme/bin (um) 7/19 (Uhr) nach/zum Hause</p>		<p style="text-align: center;"><b>REFUSE</b></p> <p>any other kind of place e.g. park,shop, Spanien...</p> <p>any other kind of activity e.g. shopping, walking... Man mag schwimmen swimmen</p> <p><i>Sie, man</i> or <i>du</i> as a pronoun on the 1<sup>st</sup> occasion</p>
<p><b>Appropriateness of language</b></p>		<p><b>When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.</b></p> <p><b>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for language.</b></p>
2	<p><b>For the award of 2 marks, 2 verbs must be in appropriate tenses.</b> Minor errors (adjective endings, use of prepositions etc) are tolerated.</p>	
1	<p>There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.</p>	
0	<p>There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language.</p>	

NB Complete verbal phrase has to be correct to award Language mark, e.g. infinitive construction (ich möchte gehe – no mark), disregard of wrong word order within verbal phrase incorrect place (Gehe ich zum Strand – no mark).

The same verb can be rewarded twice in different contexts.

[Total: 5]

Page 7	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

Section 2

Zweiter Teil  
Erste Aufgabe

	ACCEPT		REFUSE
17	(Nach ) Australien	[1]	
18	(Seit) 3/drei Jahre(n), für 3 Jahre	[1]	
19	Sie wollen (ihr) Geld sparen./Die Reise nach Australien ist teuer.	[1]	Weil sie <u>kein</u> Geld haben
20	Sie verstehen nicht, warum sie (dieses Jahr) <u>zu Hause bleiben (müssen)/nicht wegfahren.</u> Sie wollten in den Urlaub fahren Warum sie dieses Jahr zu Hause bleiben müssen	[1]	Sie verstehen nicht tc
21	angeln, fischen	[1]	
22	(Ein ) Picknick / im Wald (in den Wald gehen)	[1]	
23	Sie faulenz gern(e). Sie faulenze Die beste Freundin bleibt auch zu Hause/da/ fährt auch nicht weg	[1]	Sie gernt faulenze(n)
24	(Ihr) Vater (ist) arbeitslos.	[1]	
25	Eis essen	[1]	
26	Der Flug (nach Australien) dauert/ist (sehr) lang(e).	[1]	

[Total: 10]

Page 8	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

Zweiter Teil  
Zweite Aufgabe

**Question 27**

**NO WORD COUNT**

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
  - **ACCURACY: up to 5 marks according to grid**
- IGNORE LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY

**Communication**

FOR COMMUNICATION BE TOLERANT OF VERBS/TENSES/SPELLING  
(for spelling, use rules in 2.5, look alike, sound alike, etc.)

- Award marks flexibly across the tasks. HOWEVER, each of the 4 tasks, (a), (b), (c), (d) must be covered to get the 10 communication marks.  
If 1 of (a), (b), (c) or (d) is missing, the maximum communication mark is 9.  
If 2 of (a), (b), (c) or (d) are missing, the maximum communication mark is 8 (and so on)

- LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark;  
lists of 4 items = 2 marks; lists of 5–6 items = 3 marks

*In meiner Region gibt es Kirchen, Museen und ein Theater.* (1 verb = a list of 3 = 1 mark)  
unlike:

*In meiner Region gibt es Kirchen, man kann Museen besuchen und ins Theater gehen* (3 verbs = 3 marks)

- ONLY REWARD EACH PIECE OF INFORMATION ONCE, e.g. *Ich gehe oft schwimmen* cannot score both as an answer to (b) and (c).  
Possible points candidates could make under the bullet points set out in the question

ACCEPT	REFUSE
<p>(a) Ich wohne in der Stadt/auf dem Land/in der Stadtmitte/in einem Dorf./ Meine Stadt heißt....</p> <p>Ich wohne in Berlin. ...with explanation later: Es ist eine große Stadt.</p>	<p>Ich wohne in Newington etc. (not stated whether town, village, region...)</p> <p>Ich gerne London.</p>
<p>(b) Ich wohne gern dort/Ich finde es sehr gut./ Ich mag die Stadt/ Mein Dorf ist schön/schlecht. Warum(nicht)? Es ist interessant/langweilig/laut/ Meine Freunde wohnen hier...</p>	
<p>(c) Man kann Freunde treffen/ins Kino gehen/ tanzen gehen/skilaufen</p>	
<p>(d) Ich möchte in Spanien wohnen. Es ist sonnig und warm...</p> <p>Ich <b>mochte</b> <u>in der Zukunft</u> in Berlin wohnen</p>	<p>Ich <b>mochte</b> in Berlin wohnen tc Ich werde/will gewohnt</p> <p>Mein Dorf ist <b>schon</b></p>



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	
	<b>IGCSE – May/June 2013</b>	<b>0525</b>	

**ACCURACY**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	Nothing accurate enough to be comprehensible.

**[TOTAL: 15]**

Page 10	Mark Scheme	Syllabus	
	IGCSE – May/June 2013	0525	

### SECTION 3

#### General Marking Principles

- Answers should be marked for communication. Tolerate inaccuracies provided the message is clear.
- At this stage (Section 3) we are looking for signs of genuine comprehension. As a general rule, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of just the required details does demonstrate comprehension and should be rewarded. See detailed mark scheme for guidance.
- Where extra material invalidates an answer, underline the material and place INV above it. Invalidation = 0.
- In general, do not accept incorrect German if the word given means something else in German.

Page 11	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

**Dritter Teil  
Erste Aufgabe**

**Exercise 1 Questions 28–34**

1 Mark per question for True or False: use a tick to indicate that the True/False is correct

1 Mark for correcting False statement (28, 30, 31): use a 1 to indicate that the correction is acceptable and a 0 to indicate it is unacceptable.

Add up the ticks and 1s to give the total mark out of 10.

- Candidate ticks/crosses RICHTIG and goes on to supply justification: award mark for RICHTIG if this is the correct answer; ignore any justification. If TRUE is not the correct answer, no marks are awarded.
- Candidate ticks neither RICHTIG nor FALSCH and supplies justification: assume candidate intended to tick FALSCH and proceed accordingly, e.g. 1 mark for ticking FALSCH if this is the correct answer and 1 mark for a correct justification.
- Candidate ticks FALSCH and provides no justification: award 1 mark for FALSCH if this is the correct answer; no further marks can be awarded
- Candidate ticks both boxes, with or without justification: no marks can be awarded (unless the candidate indicates that you should ignore one of the ticks in which case proceed according to the usual rules)
- Refuse mere negation (i.e. using *nicht*, *un-*, opposites unless they are in the text)

ACCEPT, Check Falsch is ticked		REFUSE MERE ADDITION OF NEGATIVE
28 Nein	[1]	
Er kam oft zu spät in die Schule.	[1]	Frank war nicht immer sehr pünktlich
29 Ja	[1]	
30 Nein	[1]	Sie sprachen über ihn. (AMBIGUOUS)
Er sprach mit den Lehrern/seinen Kollegen/anderen Kollegen über ihn /Frank. Er sprach mit den Lehrern/seinen Kollegen. Er sprach über Frank.	[1]	Er war mit den Kollegen tc
31 Nein	[1]	
Er hat im Unterricht/in der Klasse geholfen. Er hat im (Sprach)unterricht gearbeitet/geholfen	[1]	Mit diesen Kindern im Unterricht zu arbeiten.
32 Ja	[1]	
33 Ja	[1]	
34 Ja	[1]	

[Total: 10]

Page 12	Mark Scheme	Syllabus
	IGCSE – May/June 2013	0525

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**Dritter Teil**  
**Zweite Aufgabe**

	ACCEPT		REFUSE
35	Auf die Uni gehen Sie werd Uni gehe.	[1]	Sie <u>gingen</u> auf die Uni. Sie wollten etwas Besonderes machen. Auf die Universität tc
36	Er hat eine Fernsehsendung über eine Bergwanderung gesehen./ beim Fersehschauen. Lift of whole sentence Die Fernsehsendung tc	[1]	
37i	Er ist nicht sportlich.	[1]	
37ii	Die Reise ist lang/ viele km lang Die Wanderung wäre teuer./Das ist (zu )teuer.	[1]	
38i	Freunde haben ihnen Rucksäcke und Schlafsäcke geliehen/ Sie bekamen R. und S. von Freunden. haben geliehen, sie leihten, sie hatten Rucksäcke von Freunden Sie haben R. und S. geliehen. Sie bekamen R. und S.	[1]	Sie leiten  Sie haben sie geliehen.
38ii	Ein Freund ist mit dem Auto gefahren, und sie sind mitgefahren./Sie sind mit einem Freund mit dem Auto gefahren.( Idea of Mfg with friend.) Sie sind mit einem Freund gefahren.	[1]	Sie hatten ein Auto tc Ein Freund ist (dorthin) gefahren tc
39	Sie gingen joggen	[1]	Whole lift, reference to evening activity = INV
40	Die Betten waren unbequem./Sie konnten nicht schlafen.	[1]	Die Betten waren unbequem und konnten nicht schalfen. Die Füße taten ihnen weh (reference to Füße = INV)
41	Leute aus der ganzen Welt/Ausländer.	[1]	Im Sommer
42	Sie möchten (sich) am Strand sonnen Sie möchet ihr am Strand zu sonnen ( attempt at reflexive) Sie wollten am Strand liegen Sie wollten in der Sonne liegen Sich am Strand zu sonnen Sie möchten zum Strand gehen Am Strand Concept of beach holiday required	[1]	Sie/ <u>wir</u> möchten <u>uns</u> sonnen Indiscr. Lift: Uns an irgend einem Strand zu sonnen  (der) Strand tc

[Total: 10]