

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2014 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

## 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

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

- (d) Answers in pen do not take precedence over answers in pencil, e.g. 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)

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**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 German 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	Paper
	IGCSE – May/June 2014	0525	21

### 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 2) 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

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

<b>(e)</b>	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
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<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

## 2 Detailed Mark Scheme

### SECTION 1

#### Erster Teil Erste Aufgabe

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

**[Total: 5]**

#### Zweite Aufgabe

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

**[Total: 5]**

#### Dritte Aufgabe

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

**[Total: 5]**

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**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.

***Communication***

**ACCEPT**

For Communication, accept attempt at any tense Spelling, use rules in 1.5, look alike, sound alike, etc.

- (a) Ich spiele/mache Tischtennis/Ich bin im /gehe zumTischtennisclub. Accept alternative prepositions.
- (b) Ich bin/komme/gehe/ fahre um 6/18 (Uhr) zu/nach Hause
- (c) Ich sehe/schaue fern. Ich sehe einen Film/DVD

**REFUSE**

any other kind of activity/ place, e.g. swimming/shop...

any other time

any other kind of activity, e.g. sport/cooking...

***Appropriateness of language***

2 **For the award of 2 marks, 2 verbs must be in appropriate tenses.** Minor errors (adjective endings, use of prepositions, etc.) are tolerated.

1 There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.

0 There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language.

**When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.**

**NB: if candidates do not attempt one of the tasks they cannot score more than 1 mark for language.**

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. The same verb can be rewarded twice in different contexts.

**[Total: 5]**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**Section 2**

**Zweiter Teil  
Erste Aufgabe**

	<b>ACCEPT</b>		<b>REFUSE</b>
<b>17</b>	(ihr) Deutsch verbessern /einen Sprachkurs machen	[1]	
<b>18</b>	<b>i</b> Sie hatte am Abend vor der Reise mit Freunden gefeiert.	[1]	
	<b>ii</b> Sie war (am Abend vor der Reise) spät ins Bett gegangen.	[1]	
<b>19</b>	Musik gehört	[1]	
<b>20</b>	eine halbe Stunde	[1]	
<b>21</b>	Ihre Handtasche war nicht mehr da/ nicht mehr auf dem (kleinen) Tisch (neben ihr). / Ihre Handtasche war verschwunden./Jemand hatte ihre Handtasche gestohlen.	[1]	
<b>22</b>	Sie haben geholfen , die Handtasche zu suchen.	[1]	
<b>23</b>	Das/ihr Portemonnaie/Geld	[1]	
<b>24</b>	Geld schicken	[1]	
<b>25</b>	Sie hatte ihren Pass auch nicht verloren /Ihr Pass war noch da.	[1]	

**[Total: 10]**



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**Zweiter Teil  
Zweite Aufgabe**

**Question 26**

**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 1.5, look alike, sound alike, etc.)

- Award marks flexibly across the tasks. HOWEVER, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.  
If 1 of (a), (b) or (c) is missing, the maximum communication mark is 9.  
If 2 of (a), (b) or (c) 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

*Ich lerne Mathe, Englisch und Deutsch.* (1 verb = a list of 3 = 1 mark) unlike:

*Am Montag habe ich Deutsch. Wir haben Englisch dreimal die Woche. Am Mittwochnachmittag haben wir Sport.* (3 verbs = 3 marks)

- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**  
Possible points candidates could make under the bullet points set out in the question

<b>ACCEPT</b>	<b>REFUSE</b>
<p><b>(a)</b> Ich lerne gern Geschichte, Mathe... Englisch ist mein Lieblingsfach. Deutsch ist super...Der Lehrer ist nett.</p> <p><b>(b)</b> Biologie ist langweilig. Ich finde Geschichte nicht so gut. Die Lehrer sind zu streng. Ich mag die Schuluniform nicht...</p> <p><b>(c)</b> Ich werde an der Schule bleiben und ich werde Deutsch, Sport und Musik lernen. Ich wechsle die Schule. Ich verlasse die Schule im Juni und ich werde arbeiten.</p>	<p>Meine Schwester lernt gern Erdkunde</p>

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</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]

### 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.

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**Dritter Teil**  
**Erste Aufgabe**

**Exercise 1 Questions 27–33**

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, 31, 32): 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 JA and goes on to supply justification: award mark for JA if this is the correct answer; ignore any justification. If TRUE is not the correct answer, no marks are awarded.
- Candidate ticks neither JA nor NEIN and supplies justification: assume candidate intended to tick NEIN and proceed accordingly, e.g. 1 mark for ticking NEIN if this is the correct answer and 1 mark for a correct justification.
- Candidate ticks NEIN and provides no justification: award 1 mark for NEIN 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)

<b>ACCEPT, Check NEIN is ticked</b>			<b>REFUSE MERE ADDITION OF NEGATIVE</b>
<b>27</b>	JA	[1]	
<b>28</b>	NEIN Man suchte junge Leute für ein Arbeitspraktikum im Filmstudio.	[1] [1]	
<b>29</b>	JA	[1]	
<b>30</b>	JA	[1]	
<b>31</b>	NEIN Sie suchen Sponsoren, um einen Film über eine neue Rockband zu drehen.	[1] [1]	
<b>32</b>	NEIN Die Eltern verstehen ihren Wunsch./ Der Bruder meint, Emma sei dumm/Emmas Wunsch sei dumm.	[1] [1]	
<b>33</b>	JA	[1]	

**[Total: 10]**

<b>Page 12</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2014</b>	<b>0525</b>	<b>21</b>

**Dritter Teil  
Zweite Aufgabe**

	<b>ACCEPT</b>		<b>REFUSE</b>
<b>34</b>	Eine Sendung über Häuser im neunzehnten Jahrhundert	[1]	
<b>35</b>	Weil man keinen Strom hatte/ Die Leute hatten/ man hatte keinen Fernseher, keine Mikrowelle, keinen Computer/ Sie hatten/ man hatte keine elektronischen Geräte. Accept lift: Sie hatten...Computer...	[1]	
<b>36</b>	Sie könnten ein Experiment machen, um zu wissen/herauszufinden, ob das Leben ohne Elektrizität/Strom/elektronische/moderne Geräte schwer war.	[1]	
<b>37</b>	In einer Hütte im Wald	[1]	
<b>38</b>	Weil <u>Daniel</u> nie da war, wenn sie Wasser brauchten/holen mussten.	[1]	<u>Er</u> war nicht/nie da...
<b>39</b>	Auf dem Grill/ sie haben gegrillt.	[1]	
<b>40</b>	Sie wollten den Ofen in der Hütte ausprobieren. Sie mussten zuerst Feuer machen./ Es dauerte sehr lange, bis der Ofen heiß war/ das Essen im Holzofen zu machen.	[1]	
<b>41</b>	20 km mit dem Rad fahren	[1]	
<b>42</b>	<b>i</b> Handys	[1]	
	<b>ii</b> Computer	[1]	

**[Total: 10]**