

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**0525 GERMAN (FOREIGN LANGUAGE)**

**0525/23**

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

## 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 3. 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 3 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 (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (eg 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 (eg 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, eg 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, 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: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

**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 eg 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 2.5 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 (eg '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: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

### 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 2.5(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

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0525</b>	<b>23</b>

## 2 Detailed Mark Scheme

### SECTION 1

#### Erster Teil

##### Erste Aufgabe

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

**[Total: 5]**

##### Zweite Aufgabe

- |    |   |     |
|----|---|-----|
| 6  | F | [1] |
| 7  | A | [1] |
| 8  | E | [1] |
| 9  | C | [1] |
| 10 | B | [1] |

**[Total: 5]**

##### Dritte Aufgabe

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

**[Total: 5]**

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

## 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, eg 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) August/im August/ in August
- (b) mit (dem ) Bus/in dem Bus...
- (c) einkaufen, kaufen, in die Geschäfte gehen..

##### **REFUSE**

- (a) any month other than August
- (b) any means of transport other than coach or bus
- (c) any activity other than shopping related

#### **Appropriateness of language**

<b>2</b>	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.
<b>1</b>	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.
<b>0</b>	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 with verbal phrase. The same can be rewarded twice in different contexts.

**[Total: 5]**

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0525</b>	<b>23</b>

## Section 2

### Zweiter Teil

#### Erste Aufgabe

		<b>ACCEPT</b>	<b>REFUSE</b>
<b>17</b>		im Mai / letzten Mai / in den Ferien [1]	
<b>18</b>		(sein Freund) Georg [1]	<i>mein</i> Freund Georg
<b>19</b>		Er hat viele (neue) Freunde (dort). [1] Er kann Deutsch mit den Hotelgästen sprechen. [1]	Viele neue Freunde tc
<b>20</b>		Er fand die Kollegen ganz nett. [1] Der Chef war (immer) geduldig / hat ihm (oft) geholfen. [1]	
<b>21</b>		Die Arbeit ist schlecht bezahlt / Er will mehr Geld verdienen. [1]	
<b>22</b>		Arzt [1] Lehrer [1]	
<b>23</b>		in zwei Jahren [1]	

**[Total: 10]**

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

## Zweite Aufgabe

### Exercise 2 Question 24 – Letter

#### NO WORD COUNT

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
- **ACCURACY: up to 5 marks according to grid**

#### IGNORE LETTER HEADING & 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 spiele Tennis, Rugby und Golf.* (1 verb = a list of 3 = 1 mark)

*Ich spiele Tennis. Ich gehe ins Kino. Ich schwimme.*

(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

#### ACCEPT

- (a) Meine Hobbys sind Tanzen, Schwimmen...  
Ich spiele am Computer. Ich gehe in die Stadt mit meinen Freunden,
- (b) Ich habe einen Film gesehen. Ich habe meinen Eltern geholfen.
- (c) Ich fahre nach Indien. Ich besuche meine Großeltern.

10 communication marks + 5 Accuracy marks

#### REFUSE

#### ACCURACY

5	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.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	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.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

[Total: 15]



<b>Page 9</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0525</b>	<b>23</b>

### 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 10	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0525	23

### Dritter Teil

#### Erste Aufgabe

##### Exercise 1 Questions 25–31

**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 (26, 29, 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, eg 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
25 Ja	[1]	
26 Nein.	[1]	
Die Berichte sind aus aller Welt.	[1]	
27 Ja	[1]	
28 Ja.	[1]	
29 Nein.	[1]	
Sie mag Motorsport nicht.	[1]	
30 Ja	[1]	
31 Nein.	[1]	
Er war kleiner als erwartet.	[1]	Er war kleiner als sie/Sabine.

[Total: 10]

<b>Page 11</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2012</b>	<b>0525</b>	<b>23</b>

### Zweite Aufgabe

	<b>ACCEPT</b>		<b>REFUSE</b>
<b>32</b>	Es war so hektisch. [1]		
<b>33</b>	Sie mussten den Klassenraum wechseln. [1]		
<b>34</b>	Deutsch ist schwer für Ausländer. [1]		
<b>35</b>	Er ist lieber in die Stadt gegangen./ Er wollte Pommes in der Stadt essen. [1]		Er wollte gesund essen.
<b>36</b>	(i) Kuchenstücke [1] (ii) Sandwiches [1]		Yogurt, Obst, Gemüse...
<b>37</b>	Das wurde nicht sehr streng kontrolliert. [1]		
<b>38</b>	Man hat die Lehrer respektvoller angeredet./ altmodische Atmosphäre/ Tische stehen hintereinander [1]		
<b>39</b>	Es gibt mehr Stress in England / weniger Stress in Deutschland. [1]		Es gibt mehr/weniger Stress tc
<b>40</b>	Er war einmal in der englischen Schule. [1]		

**[Total: 10]**