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**GERMAN**

**0525/04**

Paper 4 Writing

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour**

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**MAXIMUM MARK: 50**

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages and **1** blank page.

## SECTION 1

## Question 1

Candidates are required to list 8 items in German. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any food item which the candidate might use in cooking a meal.

**Generic mark scheme for Question 1**

- Answers 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) Ignore any article.

**Session-specific instructions for Question 1: Sie wollen Mittagessen kochen.**

- The following are examples. Accept any food item which the candidate might use in preparing a meal.

ACCEPT	
Äpfel	Käse
Aufschnitt	Mehl
Bananen	Milch
Brot	Nudeln
Butter	Öl
Eier	Pfeffer
Eis	Reis
Erdbeeren	Sahne
Fisch	Salz
Fleisch	Schokolade
Hähnchen	Senf
Joghurt	Tomaten
Karotten	Wurst
Kartoffeln	Zucker
	Zwiebeln

**Total for Question 1: 5 marks**

**Question 2**

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2.

**2.1: award a mark out of 10 for Communication*****Generic mark scheme for Communication (Question 2)***

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc).
- (v) 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 habe lange schwarze Haare, blaue Augen und einen kleinen Mund = 1 mark (1 verb = a list of 3)
  - ich habe lange, schwarze Haare (1), ich bin ganz klein (1), und ich bin hübsch (1) = 3 marks (3 verbs).
- (vi) Only reward each piece of information once, e.g. 'mein Haus ist super' cannot score both as description and reason for liking ('mein Haus ist super' and 'mein Garten ist super' can both be rewarded).
- (vii) Do not penalise factual errors.

**Total marks for Communication: 10**

Session-specific instructions for Communication marks (Question 2): Sie schreiben eine E-Mail an einen Freund, in der Sie ihm eine Web-Site, um andere junge Leute kennenzulernen.

Tick	Accept
1	<p><b>Sagen Sie wie Sie heißen und wie Sie aussehen</b> As long as either given, consider task complete. <b>REWARD: name</b> = (max 1 mark); <b>looks: any description about appearance:</b> e.g. facial appearance/hair/height/size/etc.</p>
2	<p><b>Sagen Sie, wo Sie wohnen und wie es da ist</b> As long as either given, consider task complete <b>REWARD: any description about where he/she lives:</b> e.g. name of place, location, proximity to other towns, type of area (country/mountain region/by the sea/etc.), what the weather is like there, activities on offer in the area, opinions of the place, etc.</p>
3	<p><b>Sagen Sie welche Hobbys und Interessen Sie haben</b> <b>REWARD: any detail about the hobbies/interests</b> – what they are, where they are done, how often, with whom, opinions about them, reasons for doing them, etc.</p>
4	<p><b>Sagen Sie was Sie in den nächsten Ferien machen werden und warum</b> As long as either is given, consider the task to be complete. <b>REWARD: any detail about plans for the next holiday:</b> e.g. where, with whom, for how long, travel arrangements, accommodation, planned activities, etc., together with reasons given for these choices. <b>ACCEPT:</b> reason for holiday choice with or without use of <i>weil</i>. <b>ACCEPT:</b> use of suitable adjective as a form of reason.</p>

**2.2: award a mark out of 5 for Language****Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

<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 comprehensible. 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>	One or two disjointed words or short phrases may be recognisable.

**Total marks for Language: 5****Total for Question 2: 15 marks**

## SECTION 2

## Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2  
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

**3.1 – award a mark out of 10 for Communication**

**Generic mark scheme for Communication (Question 3):**

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**Total marks for Communication: 10**

- **Generic guidance on awarding ticks for Communication**

**Example 1:** *Beschreiben Sie, was Sie mit Ihrer Familie gemacht haben.*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ja ich mit meiner Familie gemacht.</i>	0	Nothing of worth communicated.
<i>Wir bin einen Ausflug in die Berge gemacht.</i>	1	Some meaning conveyed – use of 'bin' makes message ambiguous.
<i>Ich habe mit meiner Familie einen Ausflug in die Berge gemacht.</i>	2	Message clearly communicated.

**Example 2:** *Beschreiben Sie einen Tag, an dem Sie viel Sport getrieben haben. Was war besonders schwierig und warum?*

Candidate's response	Ticks for Communication	Reason for mark
<i>Ich viel Sport getrieben haben.</i>	0	Nothing of worth communicated.
<i>Das Schwimmen war für mich besonders schwierig.</i>	1	Some meaning is conveyed but the message is incomplete.
<i>Das Schwimmen war für mich besonders schwierig, weil das Wasser so kalt war.</i>	2	Message clearly communicated.

**Session-specific instructions for Communication marks (Question 3):**

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

- Question 3(a): A trip to the mountains**

Tick	Accept	Mark
1	<b>What candidate did with family</b> Insist on past tense Allow <i>wir</i> as subject with no mention of family Allow <i>ich</i> + activity with <i>mit</i> + reference to family/names of family members Allow <i>wir haben einen Ausflug in die Berge gemacht</i> TC (= tout court) for 'what we did'	2
2	<b>Reason candidate does or does not like going to the mountains</b> Insist on present tense Do not insist on <i>ich gehe gern/ich gehe nicht gern</i> . Reasons for likes/dislikes can be made clear with the use of adjectives that convey the meaning, e.g. <i>die Berge sind schön/das Wandern in der frischen Luft macht fit</i> , etc.	2
3	<b>Whether candidate prefers outings with friend(s) or parent(s)</b> Insist on preference being conveyed, e.g. <i>ich fahre lieber mit...weg</i> or equivalent	2
4	<b>Reason for candidate preferring outings with friend(s) or parent(s)</b> Allow anything sensible. No need to insist on inclusion of <i>weil</i> .	2
5	<b>What candidate would like to do (with family) next week</b> Reward for communication <i>Nächste Woche möchte ich</i> + infinitive (do not insist on 'with family') Reward for communication the use of the future tense, e.g. <i>Wir werden nächste Woche in die Stadt gehen</i> . Allow a present tense verb + future time phrase ( <i>nächste Woche</i> ), e.g. <i>nächste Woche gehen wir in die Stadt</i> . Allow other appropriate phrases, such as <i>Nächste Woche haben wir vor... zu + infinitive/Nächste Woche planen wir..., etc.</i>	2

- **Question 3(b): Getting fit**

Tick	Accept	
1	<b>Reasons why the candidate is attempting to get fit</b> Allow anything sensible. No need to insist on inclusion of <i>weil</i> .	
2	<b>The candidate describes a day when he/she did lots of sport.</b> Insist on past tense. Allow anything sensible.	2
3	<b>What the candidate found difficult about this day of sport.</b> Insist on past tense. No need to insist on use of the word ' <i>schwierig</i> '. Other adjectives can convey the meaning. Descriptions of what happened may also convey the meaning.	2
4	<b>Reason for what the candidate found difficult about this day of sport.</b> Allow anything sensible. No need to insist on inclusion of <i>weil</i> .	2
5	<b>What new sporting activities the candidate would like to do in the future</b> Reward for communication: <i>In der Zukunft möchte ich</i> + infinitive Reward for communication the use of the future, e.g. <i>In der Zukunft werde ich</i> + infinitive Allow a present tense verb + future time phrase, e.g. <i>Nächsten Winter lerne ich skifahren</i> . Allow other appropriate phrases, such as <i>In der Zukunft habe ich vor... zu</i> + infinitive/ <i>In der Zukunft plane ich ... etc.</i>	2

- **Question 3(c): found a gold ring, whilst helping parents plant a tree in the garden (continuation of story)**

Tick	Accept	Mark
1	<b>Reaction to finding the ring</b> Expect opinions/emotions Do not insist on past tenses. Allow <i>appropriate</i> use of the present tense, e.g. <i>Ich bin sehr froh dass ich jetzt den Ring habe</i> .	2
2	<b>What the candidate did with the ring</b> Award communication mark for statements in past tense describing what the candidate did with the ring	2
3	<b>Reasons for what the candidate did with the ring</b> Award communication mark for any appropriate reason, explaining why the candidate did what he/she did with the ring	2
4	<b>What the candidate did later</b> Award communication mark for statements in past tense, describing what the candidate did later	2
5	<b>Fifth communication mark</b> to be awarded flexibly for extra detail relating to any of first four bullet points in the question.	2



### 3.2 – award a mark out of 8 for Accurate use of verbs

#### Generic mark scheme for Accurate use of verbs (Question 3):

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).  
 (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

#### Conversion table for Accurate use of verbs (Question 3)

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

Total marks for Accurate use of verbs: 8

#### • How to award ticks for Accurate use of verbs (Question 3):

##### Subject (noun or pronoun) + any finite verb

- both subject and verb must be correct for the verb to score a tick (minor errors in the subject, e.g. missing capital letters on nouns, umlauts etc. will be tolerated)
- verb must be in the appropriate tense to score a tick
- ignore inaccuracies in the use of umlauts except where lack/addition of umlaut creates another word e.g. Accept: *wir müssen* (could not mean anything else), but do not accept *ich mochte* where *ich möchte* is required (word means something different).

Tick	No tick	Note
Ich bin (✓)		
Ich spiele (✓)	Ich spielt ( <i>no tick</i> )	verb form must be correctly spelt
Der Mann kommt (✓)	Den Mann kommt ( <i>no tick</i> )	subject must be correct
Ich bin gegangen (✓)	Ich habe gegangen ( <i>no tick</i> )	insist on correct auxiliary

##### With reflexive verbs

Tick	No tick	Note
Ich wasche mich (✓)	Ich wasche sich ( <i>no tick</i> )	insist on correct reflexive pronoun
Ich habe mich gesonnt (✓)	Ich habe gesonnt mich ( <i>no tick</i> )	insist on correct word order (see note on use of compound tenses)
	Ich wasche mich das Auto ( <i>no tick</i> )	'waschen' should not be used reflexively in this statement

**With separable verbs**

Tick	No tick	Note
Ich lege ein Foto bei (✓)	Ich beilege ein Foto (no tick)	separable prefix needs to be in the correct position for the verb to score
Ich habe mitgemacht (✓)	Ich habe gemitmacht (no tick)	separable prefix needs to be in the correct position for the verb to score

**Compound tenses**

Tick	No tick	Note
Ich habe gekauft (✓)	Ich hat gekauft. (no tick)	auxiliary must be correct
Wir sind gefahren. (✓)	Wir haben gefahren. (no tick)	auxiliary must be correct
Ich bin gestern geflogen. (✓)	Ich bin geflogen gestern. (no tick)	past participle must be in the correct position for the verb to score
Ich werde singen. (✓)		future credited as compound tense, so no extra tick for infinitive
Er würde ein neues Auto kaufen. (✓)		conditional credited, so no extra tick for infinitive
Wir werden mit dem Bus fahren. (✓)	Wir werden fahren mit dem Bus. (no tick)	infinitive not in the correct position, so future tense not credited

**Single auxiliary with multiple past participles**

Tick	No tick	Note
Wir haben gesungen und getanzt (✓) (✓)		Wir haben gesungen = tick 1; Wir haben getanzt = tick 2

**Impersonal verbs**

Tick	No tick	Note
Es ist lustig (✓)		
Es gibt (✓)		
Gibt es...? (✓)		
Es geht mir gut (✓)		

**Verbs with negative**

Tick	No tick	Note
Sie spielen nicht (✓)		tick is awarded for the correct verb and subject; the negative is considered for reward in 'Other linguistic features', hence credit for the verb is unaffected by any error in position of the negative
Sie nicht spielen (✓)		

**Correct verb within meaningless statement**

Tick	No tick	Note
Der Tag war lang (✓)	Der Tag war klug (no tick)	do not reward a correct verb in a meaningless statement

**Imperative**

Tick	No tick	Note
Komm! (✓)		
Kommen Sie bitte nicht! (✓)		

**Interrogative**

Tick	No tick	Note
Du kommst? (✓) / Du kommst. (✓)		question mark not required for mark to be awarded
Kommst du (?) (✓)		
Wer bist du (?) (✓)		inversion required with question word
	Wer du bist (?) (no tick)	no inversion with question word, so no credit

**Infinitive/Modal constructions**

Tick	No tick	Note
Ich kann (✓) gut spielen (✓)		
Ich kannst ( <i>no tick</i> ) gut spielen (✓)		incorrect verb form but correct infinitive
Ich kann (✓) spielen gut ( <i>no tick</i> )		infinitive in incorrect position
Ich will (✓) spiele ( <i>no tick</i> )		incorrect spelling of infinitive
Er hat versucht (✓) fit zu bleiben (✓)		
Er hat versucht (✓) fit bleiben ( <i>no tick</i> )		zu is omitted, hence infinitive cannot be credited
Ich möchte (✓) zu studieren ( <i>no tick</i> )		zu is incorrectly added, hence infinitive cannot be credited

**Reward only the first occurrence of a verb, e.g.**

- Ich mag (✓) Schwimmen. Ich mag (*no tick*) auch Tennis.
- Ich mag (✓) Schwimmen. Ich mag (*no tick*) Tennis nicht.
- Hier gibt es (✓) Berge und Flüsse. Es gibt auch (*no tick*) ...

**However,**

- Ich mag (✓) Schwimmen und mein Bruder mag (✓) Tennis – 2 different persons of the verb
- Mein Bruder mag Schwimmen (✓) und meine Schwester mag (*no tick*) Tennis – both third person usage
- Sie ist (✓) unglücklich, es ist (*no tick*) nicht gut – both third person usage

**3.3 – award a mark out of 12 for Other linguistic features****Generic mark scheme for Other linguistic features (Question 3):**

- (i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Other linguistic features (Question 3)**

<b>11–12</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>
<b>9–10</b>	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>
<b>7–8</b>	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>
<b>5–6</b>	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>
<b>3–4</b>	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>
<b>1–2</b>	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Adjectives, including possessives and demonstratives. Also comparatives and superlatives
- Word order, including inversion, positioning of verb in relative/subordinate clauses, word order with direct/indirect objects, and time/manner/place
- Use of capital/lower-case letters in nouns and pronouns
- Negatives (*nicht, nie, weder...noch*, use of *kein*)
- Linking words and conjunctions other than *und/aber*
- Adverbs and adverbial phrases
- A variety of prepositions, followed by case agreement
- Subordinate clauses, including use of *wenn, weil, dass*, etc.
- Time clauses with *als, seit* etc.
- Object pronouns, direct and indirect
- Relative clauses, including use of relative pronouns
- Appropriate use of letter etiquette.

**Total mark for Other linguistic features: 12**

**Total for Question 3: 30 marks**

### Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait on the lines of: *Hallo, Ich heisse X. Ich bin 16 Jahre alt. Ich wohne in Y* or letter etiquette where a letter is not required.)

