

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**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 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 2011 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 2011          | 0525     | 21    |

## 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 PE 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.

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

- (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)

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | IGCSE – May/June 2011          | 0525     | 21    |

**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.

**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.**

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | IGCSE – May/June 2011          | 0525     | 21    |

### 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:<br><br>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded<br><br>(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 2011</b>          | <b>0525</b>     | <b>21</b>    |

## 2 Detailed Mark Scheme

### Erster Teil, erste Aufgabe

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

**[Total: 5]**

### Zweite Aufgabe

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

**[Total: 5]**

### Dritte Aufgabe

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

**[Total: 5]**

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | IGCSE – May/June 2011          | 0525     | 21    |

### 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) **Wann kommen Sie an?**  
(notion of *ich* or *wir* and time)  
Ich kommen 10.  
Komme um 10.  
Ich komme um 10 (Uhr) an.  
ACCEPT: 10 Uhr morgens/abends
- (b) **Wie fahren Sie?**  
Ich fahre mit dem Zug.  
Ich fahre mit Bahn.  
ACCEPT any preposition  
Must mention tram/train/ICE/underground  
ACCEPT Repeated error of person
- (c) **Was möchten Sie machen?**  
Ich gehe wandern  
Ich wandern  
Ich besuchen Berge  
Concept of hiking/walking or of countryside/mountains or skiing/picnic  
ACCEPT Repeated error of person  
Kannst du wandern? Möchten Sie wandern? etc.

#### REFUSE

Sie kommen (an).  
Du kommst...  
Kommen...  
Ich komme um 11 Uhr.  
Kommen auf 10 Uhr (no subject).  
Um 10 Stunde

Attempt with Bahnhof with no mention of means of transport (eg Ich gehe den Bahnhof)

Attempt at negating other means of transport, e.g. Ich fahre nicht mit dem Fahrrad

Any activity not suggested by the picture  
Die Burg

#### Appropriateness of language

|   |   |
|---|---|
| 2 | For the award of 2 marks, 2 verbs must be in <u>appropriate tenses</u> . 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.<br>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. For LANGUAGE accept any verb tense/ form as long as it is used in a logical fashion, i.e. past not logical in this exercise**

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

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 7 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | IGCSE – May/June 2011          | 0525     | 21    |

**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.

Do not accept *gehen* instead of *fahren* for Language mark.

[Total: 5]

**Zweiter Teil, erste Aufgabe, Questions 17–26**

| ACCEPT  | REFUSE  |
|---|---|
| Any possessive  |   |
| <b>17</b> Ihre <u>Eltern</u> sahen <u>unglücklich</u> aus. [1]<br>...dass meine Eltern sehr unglücklich aussahen.<br>idea of parents being unhappy  | Seit Monaten bemerkte ich tc<br>Elisabeth war unglücklich   |
| <b>18</b> Nach der Arbeit ging er jeden Abend mit dem Hund spazieren. [1]<br>Er ging mit dem Hund spazieren (und war sehr lange weg).<br>Idea of the father being out/away  | Sie gehen spazieren. Die Familie ging spazieren.  |
| <b>19</b> Weil die Eltern am Tisch blieben, um (ohne uns) zu reden. [1]<br>Weil die/ihre Eltern mit ihnen nicht redeten/sprachen.<br>Idea of parents talking  | Um ohne uns zu reden tc<br>Weil die Eltern am Tisch blieben tc  |
| <b>20</b> Glücklich, gut gelaunt, sie lachten, lachen [1]   | Ich hörte sie lachen INV  |
| <b>21</b> Weil die/ihre Eltern ihnen etwas/ von einer/ihrer guten Nachricht erzählen wollten. [1]<br>Die Eltern wollten ihnen etwas erzählen.<br>Weil die Eltern es sagten<br>Die Eltern sagten<br>Idea of parents wanting to tell the girls something. | Weil <u>sie</u> den Mädchen etwas erzählen wollten.<br><br>Sie wollten ihnen/uns etwas erzählen (no mention of Eltern). |
| <b>22</b> <i>Either one:</i> [1]<br>(Eine) Kaffeekanne<br>(eine) (große) Obsttorte.<br>ACCEPT without article   | Dass Mutti den Tisch gedeckt hatte  |
| <b>23</b> Sie/wir hatten/haben im <u>Lotto</u> gewonnen. [1]<br>Geld gewonnen<br>Idea of having won money/in the lottery  |   |
| <b>24</b> Wir können jetzt ein <u>Haus</u> kaufen. [1]<br>In einem Haus.<br>In ihrem Haus   |   |
| <b>25</b> In den Sommerferien fahren wir alle ans Meer. [1]<br>Ans Meer fahren.<br>ACCEPT wegfahren, Urlaub machen, reisen<br>Idea of going to the sea or on hols/away  | fahren tc<br>das Meer tc  |
| <b>26</b> Damit Elisabeth nie wieder spät in der Schule ankommt. [1]<br>Nie wieder/nicht (mehr) spät in der/die Schule<br>Idea of stopping her being late for school  |   |

[Total: 10]

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 8 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | IGCSE – May/June 2011          | 0525     | 21    |

Zweiter Teil, zweite Aufgabe, Question 27 – Letter

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
  - **ACCURACY: up to 5 marks according to banded mark scheme**
- 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**  
*In meiner Region gibt es Kirchen, Museen und ein Theater.* (1 verb = a list of 3 = 1 mark)  
*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. *Es gibt ein schönes Hotel* cannot score both as a place in your region (a) and a place to stay (b)

Possible points candidates could make under the bullet points set out in the question  
Appropriate past tense and development of the points mentioned

| ACCEPT  | REFUSE   |
|---|--|
| <p>(a) Town, village, country as well as region<br/>Idea of what one can do there<br/>Accept places/facilities as well as activities,<br/>e.g. <i>Es gibt viele Eiscafes</i></p> <p>Man kann die Kirche besuchen.<br/>Die Kirche ist interessant.</p>   | <p>In meiner Region gibt es viel zu tun.</p> <p>Ich wohne in Cambridge. Hier ist es schön.<br/>Description of weather in general:<br/>es ist sehr kalt im Winter</p> |
| <p>(b) description of hotel/Jugendherberge/<br/>Zeltplatz<br/>Es gibt das Echo Arena Hotel. Es ist sehr<br/>gut.<br/>National Gallery (accessible as <i>national</i> and<br/><i>Galerie</i> are German words)</p>   | <p>Es gibt das Echo Arena.tc</p> <p>Trafalgar Square (not German)</p>  |
| <p>(c) with whom? when? reaction?<br/>Idea of what they did<br/>Ich habe die meisten Orte/alles/viel in<br/>meiner Region besucht<br/>Must be a past tense, <b>but</b> also accept<br/>present here <b>when this follows on</b> from a<br/>past tense sentence: <i>Gestern war ich im<br/>Schwimmbad. Ich schwimme sehr oft, weil<br/>ich in einem Schwimmverein bin.</i></p> | <p>Any reference present tense place, activity etc<br/>already credited for (a)</p>  |



|               |                                       |                 |              |
|---------------|---------------------------------------|-----------------|--------------|
| <b>Page 9</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>IGCSE – May/June 2011</b>          | <b>0525</b>     | <b>21</b>    |

### **ACCURACY**

|          |  |
|----------|--|
| <b>5</b> | <ul style="list-style-type: none"> <li>• Straightforward vocabulary and structure.</li> <li>• The style of writing is basic, but reasonably coherent.</li> <li>• Use of a limited range of verbs, generally successful.</li> <li>• More accuracy than inaccuracy.</li> </ul> |
| <b>4</b> | <ul style="list-style-type: none"> <li>• Basic vocabulary and structure.</li> <li>• Some awareness of verb usage, but inconsistent.</li> <li>• The writing is sufficiently accurate for meaning to be conveyed.</li> </ul>   |
| <b>3</b> | <ul style="list-style-type: none"> <li>• Very basic vocabulary and structure.</li> <li>• Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).</li> <li>• Despite regular errors, the writing often conveys some meaning.</li> </ul>     |
| <b>2</b> | <ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</li> </ul>  |
| <b>0</b> | <ul style="list-style-type: none"> <li>• Nothing accurate enough to be comprehensible.</li> </ul>  |

|         |                                |          |       |
|---------|--------------------------------|----------|-------|
| Page 10 | Mark Scheme: Teachers' version | Syllabus | Paper |
|         | IGCSE – May/June 2011          | 0525     | 21    |

### Dritter Teil, erste Aufgabe

#### 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.

#### 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 (29, 31, 34): 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).

|         |                                |          |       |
|---------|--------------------------------|----------|-------|
| Page 11 | Mark Scheme: Teachers' version | Syllabus | Paper |
|         | IGCSE – May/June 2011          | 0525     | 21    |

| ACCEPT, Check Falsch is ticked |  | REFUSE MERE ADDITION OF NEGATIVE  |
|--------------------------------|--|---|
| 28                             | Ja [1]   |   |
| 29                             | Nein [1]   |   |
|                                | Er war unsicher, als er seinen Eltern Auf Wiedersehen sagte.<br>Er hatte Angst (, dass er seine Familie und Freunde vermissen würde.)<br>Es fiel ihm schwer.<br>ACCEPT direct lift [1]   | Es war schwer/schwierig. Tc and also, Es war schwierig seinen Eltern ‚Auf Wiedersehen‘ zu sagen.<br>Es war unsicher |
| 30                             | Ja [1]   |   |
| 31                             | Nein [1]   |   |
|                                | Es gefiel Nils nicht (von den Chinesen), fotografiert zu werden.<br>Es war Nils.<br>Nils mochte es nicht.<br>Es war Nils peinlich.<br>Die Chinesen fotografierten Nils gern.<br>Die Leute/die Chinesen haben Nils fotografiert.<br>Die Leute/Chinesen haben fotografiert. [1]                          | Nils tc<br><br>Es war ihm peinlich.tc<br><br>Die Leute haben <u>mich/ihn/er</u> fotografiert.                       |
| 32                             | Ja [1]   |   |
| 33                             | Ja [1]   |   |
| 34                             | Nein [1]   |   |
|                                | Nächstes Jahr plant Nils ein Berufspraktikum bei einer Firma In Deutschland. [1]<br>Er hofft, ein Berufspraktikum bei einer Firma in Deutschland zu machen (, die mit China Kontakt hat).<br>Er hofft, in Deutschland zu bleiben/wohnen/leben/arbeiten<br>Concept of staying/working/living in Germany | Implication that <u>Nils</u> rather than company will be in contact with China                                      |

[Total: 10]

|                |                                       |                 |              |
|----------------|---------------------------------------|-----------------|--------------|
| <b>Page 12</b> | <b>Mark Scheme: Teachers' version</b> | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>IGCSE – May/June 2011</b>          | <b>0525</b>     | <b>21</b>    |

### Dritter Teil, zweite Aufgabe

| <b>ACCEPT</b>  |            | <b>REFUSE</b>   |
|--|------------|---|
| <b>35</b> Was man in 72 Stunden für andere Menschen tun kann<br>Was kann man in 72 Stunden für andere Menschen tun?<br>Neue Ideen für Hilfsprojekte<br>Sie fragten, was man...   | [1]        | Neue Ideen tc<br>Complete first sentence INV<br>Machen ein Projekt in 72 Stunden                    |
| <b>36</b> <i>Any two</i><br>(Man schlug vor, dass man)<br><b>(i)</b> (ein) Fest organisieren oder<br><b>(ii)</b> im Altenheim (aus)helfen or<br>(einen) Kindergarten renovieren (könnte).<br>Whole lifts of sentence<br>Incorrect verb forms, unsuccessful attempts at passive | [1]<br>[1] | Die Liste wurde immer länger<br>INV   |
| <b>37</b> (Erst) am Morgen des ersten Tages<br>Am ersten Tag<br>Morgens am ersten Tag/am Vormittag am ersten Tag<br><br>Zum Morgen des ersten Tages  | [1]        | Bis zum ... INV<br>Am Morgen tc<br>Direct lift INV<br>Im Herbst INV<br>Bis zum Morgen ...           |
| <b>38</b> Es war regnerisch/Es regnete.<br>Regen<br>Nass<br>schlecht tc, nicht gut tc  | [1]        | Direct lift INV   |
| <b>39</b> Bekannte/Bekannte (liehen/ gaben sie ihnen.)<br>Sie riefen Bekannte an, (die ihnen Werkzeuge liehen).  | [1]        | Schnell organisierten sich die Schüler und riefen Bekannte an.                                      |
| <b>40</b> Ein Bäcker brachte (Käsebrötchen/Mittagessen)/lieferte es ihnen kostenlos/schenkte/gibt es ihnen/Der Bäcker wollte nicht dafür bezahlt werden.<br>Direct lift<br>Idea that they got it from the baker  | [1]        |   |
| <b>41</b> müde (und nass)<br>Um 8 Uhr waren sie müde.  | [1]        | nass tc<br>Direct lift<br>Nicht nur müde tc   |
| <b>42</b> Sie riefen/einer von ihnen rief einen Bauarbeiter an (um Tipps zu bekommen.)<br>Ein Bauarbeiter gab ihnen seinen Rat/half ihnen.<br>Sie bekamen Rat/Tipps von einem Bauarbeiter<br>Einen Bauarbeiter anzurufen<br>(Idea of advice or phoning required)               | [1]        | Direct lift   |
| <b>43</b> Das Projekt/ (Ein) solches Projekt<br>Solchen Projekt<br>einem solchen Projekt<br>so ein Projekt<br>ein Projekt wie dieses<br>ein anderes Projekt/noch ein Projekt<br>eine solche Leistung<br>ein ähnliches Projekt.   | [1]        | ein Projekt mit einem solchen Projekt<br>Wir würden es jederzeit wieder machen.<br><br>Die Leistung |

**[Total: 10]**