



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

GERMAN

0525/02

Paper 2 Reading

For Examination from 2015

SPECIMEN MARK SCHEME

1 hour

MAXIMUM MARK: 45

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 **10** printed pages.

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 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. 2 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. For example, the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but there are 2 'extra' ticks (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3.

number of correct ticks:	5
minus number of extra ticks:	-2
mark awarded:	= 3

- (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 2, 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 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, and line 2 wrong = 1
 (or vice-versa)

1.5 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.
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive as a finite verb (e.g. er gehen) 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/Marking:

- (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 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in 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, but which is not explicitly mentioned in the Mark Scheme:	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 or (ii) 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 specifically refused in the Mark Scheme:	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
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2 Detailed Mark Scheme

Erster Teil

Erste Aufgabe, Fragen 1–5

ACCEPT		REFUSE
1	D	[1]
2	B	[1]
3	C	[1]
4	C	[1]
5	D	[1]

[Total: 5]

Zweite Aufgabe, Fragen 6–10

ACCEPT		REFUSE
6	E	[1]
7	F	[1]
8	C	[1]
9	D	[1]
10	A	[1]

[Total: 5]

Dritte Aufgabe, Fragen 11–15

ACCEPT		REFUSE
11	A	[1]
12	C	[1]
13	B	[1]
14	A	[1]
15	B	[1]

[Total: 5]

Zweiter Teil

Erste Aufgabe, Fragen 16–20

ACCEPT		REFUSE
16	viele [1]	
17	montags [1]	
18	über [1]	
19	ruhig [1]	
20	Einwohner [1]	

[Total: 5]

Zweite Aufgabe, Fragen 21–30

- In this exercise, reward the candidates for being able to locate the answer in the passage. Ignore extra material (whether German is accurate or inaccurate) unless the Mark Scheme specifies otherwise.
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.
- Accept incorrect possessive pronouns.

	ACCEPT		REFUSE
21	KEY CONCEPT: Eltern unglücklich Ihre Eltern sahen unglücklich aus. ...dass meine Eltern sehr unglücklich aussahen. Idea of parents being unhappy	[1]	Seit Monaten bemerkte ich tc Elisabeth war unglücklich
22	KEY CONCEPT: Idea of the father being out / away Nach der Arbeit ging er jeden Abend mit dem Hund spazieren. Er ging mit dem Hund spazieren (und war sehr lange weg).	[1]	Sie gehen spazieren. Die Familie ging spazieren.
23	KEY CONCEPT: Idea of parents talking Weil die Eltern am Tisch blieben, um (ohne uns) zu reden. Weil die / ihre Eltern mit ihnen nicht redeten / sprachen.	[1]	Um ohne uns zu reden tc Weil die Eltern am Tisch blieben tc
24	KEY CONCEPT: glücklich Glücklich, gut gelaunt, sie lachten, lachen	[1]	Ich hörte sie lachen INV

25	KEY CONCEPT: Idea of parents wanting to tell the girls something Weil die / ihre Eltern ihnen etwas / von einer / ihrer guten Nachricht erzählen wollten. Die Eltern wollten ihnen etwas erzählen. Weil die Eltern es sagten Die Eltern sagten	[1]	Weil <u>sie</u> den Mädchen etwas erzählen wollten. Sie wollten ihnen / uns etwas erzählen (no mention of Eltern).
26	<i>Either one:</i> (Eine) Kaffeekanne (eine) (große) Obsttorte. ACCEPT without article	[1]	Dass Mutti den Tisch gedeckt hatte
27	KEY CONCEPT: Idea of having won money / in the lottery Sie / wir hatten / haben im Lotto gewonnen. Geld gewonnen	[1]	
28	KEY CONCEPT: Haus Wir können jetzt ein Haus kaufen. In einem Haus. In ihrem Haus	[1]	
29	KEY CONCEPT: Idea of going to the sea or on holidays / away In den Sommerferien fahren wir alle ans Meer. Ans Meer fahren. ACCEPT wegfahren, Urlaub machen, reisen	[1]	fahren tc das Meer tc
30	KEY CONCEPT: Idea of stopping her being late for school Damit Elisabeth nie wieder spät in der Schule ankommt. Nie wieder / nicht (mehr) spät in der / die Schule	[1]	

[Total: 10]

Dritter Teil

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 provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

Erste Aufgabe, Fragen 31–35

1 Mark per question for True or False
1 Mark for correcting False statement (32, 34, 35)

First award marks for the True/False element and then award marks for the justification of the False statements.

	Ja	Nein	
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
35	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

Accept: wrong gender (accept *er/sie* throughout for Nils)

ACCEPT, CHECK <i>NEIN</i> IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
32	Er war unsicher, als er seinen Eltern Auf Wiedersehen sagte. Er hatte Angst (, dass er seine Familie und Freunde vermissen würde.) Es fiel ihm schwer. ACCEPT direct lift	[1] Es war schwer / schwierig. Tc and also, Es war schwierig seinen Eltern, Auf Wiedersehen' zu sagen. Es war unsicher
34	Es gefiel Nils nicht (von den Chinesen), fotografiert zu werden. Es war Nils. Nils mochte es nicht. Es war Nils peinlich. Die Chinesen fotografierten Nils gern. Die Leute / die Chinesen haben Nils fotografiert. Die Leute / Chinesen haben fotografiert.	[1] Nils tc Es war ihm peinlich. Tc Die Leute haben <u>mich / ihn / er</u> fotografiert.

35	<p>Concept of staying / working / living in Germany [1] Nächstes Jahr plant Nils ein Berufspraktikum bei einer Firma in Deutschland. Er hofft, ein Berufspraktikum bei einer Firma in Deutschland zu machen (, die mit China Kontakt hat). Er hofft, in Deutschland zu bleiben / wohnen / leben / arbeiten.</p>	<p>Implication that <u>Nils</u> rather than company will be in contact with China</p>
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[Total: 8]

Zweite Aufgabe, Fragen 36–41

	ACCEPT		REFUSE
36	<p>Was man in 72 Stunden für andere Menschen tun kann Was kann man in 72 Stunden für andere Menschen tun? Neue Ideen für Hilfsprojekte Sie fragten, was man...</p>	[1]	<p>Neue Ideen tc Complete first sentence INV Machen ein Projekt in 72 Stunden</p>
37	<p><i>Any two</i> (Man schlug vor, dass man) (i) (ein) Fest organisieren oder (ii) im Altenheim (aus)helfen or (einen) Kindergarten renovieren (könnte). Whole lifts of sentence Incorrect verb forms, unsuccessful attempts at passive</p>	[1] [1]	<p>Die Liste wurde immer länger INV</p>
38	<p>Es war regnerisch. / Es regnete. Regen Nass schlecht tc, nicht gut tc</p>	[1]	<p>Direct lift INV</p>
39	<p>KEY CONCEPT: Idea that they got it from the baker Ein Bäcker brachte (Käsebrötchen / Mittagessen) / lieferte es ihnen kostenlos / schenkte / gibt es ihnen. / Der Bäcker wollte nicht dafür bezahlt werden. Direct lift</p>	[1]	
40	<p>müde (und nass) Um 8 Uhr waren sie müde.</p>	[1]	<p>nass tc Direct lift Nicht nur müde tc</p>
41	<p>Sie riefen / einer von ihnen rief einen Bauarbeiter an (, um Tipps zu bekommen.) Ein Bauarbeiter gab ihnen seinen Rat / half ihnen. Sie bekamen Rat / Tipps von einem Bauarbeiter Einen Bauarbeiter anzurufen (Idea of advice or phoning required)</p>	[1]	<p>Direct lift</p>

[Total: 7]