

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0525 GERMAN (FOREIGN LANGUAGE)**

**0525/21**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 45

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.

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## 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/discarded 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)

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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.

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### 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, <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  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 <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

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<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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## 2 Detailed Mark Scheme

### Erster Teil

#### Erste Aufgabe, Fragen 1–5

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

[Total: 5]

#### Zweite Aufgabe, Fragen 6–10

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

[Total: 5]

#### Dritte Aufgabe, Fragen 11–15

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

[Total: 5]

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**Zweiter Teil**

**Erste Aufgabe, Fragen 16–20**

<b>ACCEPT</b>		<b>REFUSE</b>
<b>16</b> Nähe	[1]	
<b>17</b> Bus	[1]	
<b>18</b> nicht	[1]	
<b>19</b> unteren	[1]	
<b>20</b> geschlossen	[1]	

**[Total: 5]**

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### Zweite Aufgabe, Fragen 21–29

- 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	<b>KEY CONCEPT:</b> phoning Sie telefonierte Sie sprach am Telefon	[1]	
22	<b>KEY CONCEPT:</b> making tea Sie kochte /machte <b>Tee</b> Um <b>Tee</b> zu machen/kochen	[1]	
23	<b>KEY CONCEPT:</b> car in garage  Das Auto ist in der Autowerkstatt.	[1]	
24 (i)	<b>KEY CONCEPT:</b> next day morgen/am nächsten/folgenden Tag	[1]	
24 (ii)	<b>KEY CONCEPT:</b> visit friend Einen Freund besuchen	[1]	
25	<b>KEY CONCEPT:</b> bus isn't direct Es war/ ist nicht einfach, denn der Bus fuhr/war/ist/fährt nicht direkt.	[1]	
26	<b>KEY CONCEPT :</b> breakfast Sie frühstückten Sie haben Frühstück	[1]	
27	<b>KEY CONCEPT:</b> strange Sie ist komisch (im Moment).	[1]	
28	<b>KEY CONCEPT:</b> Father  Der Vater/ Papa	[1]	
29	<b>KEY CONCEPT:</b> new car  Ein (schönes/neues) <b>Auto</b>	[1]	

[Total: 10]



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### 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 30–34

**1 Mark per question for True or False**  
**1 Mark for correcting False statement (30, 33, 34)**

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

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

**Accept: wrong gender**

ACCEPT, CHECK <i>NEIN</i> IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
30	Sie wollten wissen, was man in der Schule dafür/für die Umwelt tun könnte. [1]	
33	Sie durften mit dem Rad fahren oder zu Fuß gehen. Sie durften nur mit dem Rad oder zu Fuß in die Schule kommen. [1]	Any other means of travel
34	Sie konzentrierten sich besser. [1]	

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**Zweite Aufgabe, Fragen 35–40**

	ACCEPT		REFUSE
<b>35</b>	Sie sind seltener/nicht so oft krank. Sie sind gesünder	[1]	Stark (körperlich OR mental) Sie sind aktiv
<b>36</b>	(i) Sie fühlen sich glücklicher	[1]	Sport ist die beste Medizin Es ist nie zu spät, um anzufangen
	(ii) Sie sind oft fleissiger in der Schule Sie arbeiten besser in der Schule	[1]	
<b>37</b>	Er arbeitet/lernt/studiert für sein Abitur Er hat viel Schularbeit (zu tun/machen)	[1]	Er hatte keine Zeit für Sport (without reason)
<b>38</b>	Er will/möchte ein Auto kaufen	[1]	
<b>39</b>	Sie muss ihre Hausaufgaben machen, bevor sie zur Sporthalle geht.	[1]	
<b>40</b>	Damit die Jugendlichen und die Eltern motiviert werden, zusammen Sport zu treiben.	[1]	

**[Total: 7]**