

# GERMAN

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<p>Paper 0525/12 Listening</p>
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## Key message

Candidates should be reminded to select only one responses for the multiple choice questions.

Candidates should ensure they are familiar with numbers in German.

## General comments

Candidates were required to show understanding of the five topic areas of the syllabus. **Section 1** tested their ability to recognise items of familiar vocabulary in simple dialogues. In **Section 2** they were required to identify main points and details and also simple attitudes and opinions. In the final section they were expected to extract the main points, details, viewpoints and ideas in longer, more complex conversations or interviews, and also write more answers in German.

The majority of candidates found the paper accessible, with many answering particularly well in the first section demonstrating a good knowledge of basic vocabulary. On the whole the rubrics were well understood.

## Comments on specific questions

### **Section 1**

#### **Task 1**

Vocabulary items tested were days of the week, times, means of transport, fruits, food, family members, school subjects and money. The majority of candidates got all answers correct. The answer to **Question 4** which tested the word *Kirschen* was occasionally wrong and in **Question 7** candidates sometimes confused *Erdkunde* and *Geschichte*.

#### **Task 2**

This task required candidates to identify correct vocabulary within a longer passage and candidates were usually able to do this well. Vocabulary items were: places in a town, places to stay, meals, leisure activities, dates and numbers. The question that was most frequently incorrectly answered was **Question 11**, which involved understanding the number 17. Occasionally candidates thought it was 70, but there were some answers that revealed a complete unfamiliarity with numbers.

### **Section 2**

#### **Task 1**

**Question 16** required candidates to listen to four young people talking about what they wear to school and to understand their views on school uniform, identifying their attitudes and opinions. The majority of candidates answered well.

#### **Task 2**

Candidates heard two teenagers talking about leisure activities in Berlin. Writing answers in German was challenging for some candidates but the fact that usually only one word was required for

**Questions 17 – 21** meant that most candidates were able to give an answer for these questions. **Question 18** was perhaps the most challenging, since *aller Welt* needed to be transcribed reasonably accurately. One word answers starting with a capital letter suggested that candidates thought it was the name of a country. **Question 20** was difficult for those candidates whose recognition of numbers was not so good. **Question 21** was often answered correctly, despite some rather unusual spelling of *Mitternacht*. Weaker candidates were distracted by the *Jugendliche unter 16*, giving *16 Uhr* as their answer.

**Questions 22 to 25** required slightly longer answers. The understanding of the question words was generally good, and most candidates realised that the word *genau* in **Question 22** was important.

### Section 3

#### Task 1

In this section candidates can expect there to be several plausible distractors, and some candidates were clearly tempted by these. **Questions 29 and 31** were generally answered correctly.

#### Task 2

Anja's stay in Namibia was the subject of this last task. The question words *warum and wer* clearly confused some candidates. **Questions 32 and 33** were answered well by most candidates. For **Question 32**, any mention of family was sufficient to gain the mark. Some candidates heard the word *ruhig* but Anja did not say that this was something she liked. All that was required for **Question 33** was the correct number – not 80 or 15 which were other numbers mentioned. The idea of having someone to talk to was needed for **Question 34**. Not many candidates mentioned an aspect of the landscape for **Question 35**. **Questions 36 and 37** were usually answered correctly. **Question 39** was often answered well, with **Questions 38 and 40** being a more challenging test of understanding.

# GERMAN

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Paper 0525/22  
Reading

## Key messages

In **Section 1** candidates need to understand simple messages, signs advertisements and a short text all dealing with everyday life.

In **Section 2, Exercise 1** candidates need to demonstrate understanding of a short text by filling in gaps in five statements about it. The five words are selected from ten, which are provided. In **Exercise 2** candidates are required to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be unambiguous. The topics of these exercises relate to everyday life.

In **Section 3** candidates are asked to respond to questions showing understanding of both gist and detail. Whilst selective lifting may be appropriate to answer some questions, mere locating and copying the content is not as it does not indicate understanding. **Exercise 1** requires candidates to decide whether statements are true or false and to justify the false ones. In **Section 2** candidates are required to answer open questions.

## General comments

The paper was answered well by many of the candidates. In some cases poor handwriting, crossing out and writing word for word translation into English above the question sometimes made the answers difficult to read and candidates should be aware that this may be to their disadvantage.

## **Questions 1–5**

This exercise was answered very well by many candidates. Some answers suggested that basic vocabulary was unknown. All the words are in the MCVL, and in each question the correct answer could be reached through a process of elimination.

**Question 4** *Schmuck* seemed problematic with candidates often selecting the scarf as their answer.

## **Questions 6–10**

Most candidates had no problems at all with this second exercise, and many gained full credit. A few candidates seemed to have no idea how to respond and gave incorrect answers with no discernible pattern.

## **Questions 11–15**

Some candidates gained full credit for this exercise. **Questions 11** and **12** were unproblematic for candidates. For **Question 13** a significant number of candidates seemed to think that the choir always sang in German and selected **(a)**. Candidates would have benefitted from a good understanding of adverbs of time to help their comprehension. For **Question 14** a number of candidates thought the choir had to learn four songs, clearly mistaking *viermal* for *vier*. For **Question 15** many candidates decided that Johanna was going to a concert next month. Stronger candidates had read the text more closely.

## **Questions 16–20**

Most candidates seemed to understand the concept of looking for the right part of speech and then the appropriate alternatives. A few candidates added their own words rather than choosing from those offered. There was no discernible pattern of incorrect answers.

### Questions 21–30

This element of the **ZweiterTeil** was typically approached in a very straightforward manner. Most candidates scored well on this exercise.

**Question 22** caused a few problems, as some candidates wrote answers such as *(nach) ihrem vierzehnten Geburtstag* which did not answer the question, and some supplied a wrong age.

In **Question 28** some candidates wrote answers that could not be credited e.g. *Weil sie für 60 Jahren wieder zur Schule ging* or stated that Else had good marks which may be inferred by her success, but is not stated in the text.

**Question 29** was difficult for some candidates who answered that the other candidates were younger.

### Questions 31–35

A small number of candidates ticked either all of the 'Ja' boxes or all 'Nein' boxes.

The true/false part of this exercise was done well by many candidates, with many candidates awarded full credit. The justification for the three false statements was more challenging for some candidates. For **Question 31** some candidates wrote the art was to be found in the market or referred to traditional art work without specifying the period. Other candidates lifted from the text in such a way that their answer did not make sense. For **Question 33** there were many correct answers. Those who were not credited had written irrelevant responses. There were some good answers to **Question 35**. Some answers were not credited either because they were not relevant or were a direct lift, in particular: *Kunst, die die Menschen zum Diskutieren anregt, ist in jedem Zeitalter gute Kunst*

Some candidates corrected true sentences, even though they had selected *Ja* as an answer.

There were many good responses to questions in this exercise. However, some candidates needed to look more closely at the interrogative, so that they could provide the information requested. Some candidates gave the wrong information, i.e. facts which were in the text but did not answer the question, suggesting they had not really understood the question words or had not focused on them.

Some candidates seemed to view this exercise in the same way as **Exercise 2, Part 2**, and they copied out large chunks of the text in the hope they hit the target somewhere. Lifts of whole sentences nearly always result in invalid material which will not be credited. Indiscriminate lifting was unlikely to demonstrate the required indication of genuine comprehension.

### Questions 36–42

For **Question 36** there were some good answers. Answers which were not credited were generally a lift from the text stating that her mother had emigrated to Australia or stated that she had emigrated 30 years ago missing the detail that it was almost 30 years ago.

For **Question 37** a number of candidates stated that Hannah was in the attic to find about her family, which was not in the text.

**Question 38** was usually answered well.

**Question 39** was answered well by many candidates. Some answers could not be credited as they stated that Hannah was excited as she had no relative of her own age. Some were not credited as they used a partial lift from the text and consequently incorrect possessive adjectives.

**Question 40** was generally answered well.

**Question 41** was usually answered well. Those responses not credited were irrelevant responses. Candidates needed to read the interrogative carefully.

**Question 42** was answered well by many candidates. Some candidates stated that they wanted to meet in Germany, but did not explain who 'they' referred to.

# GERMAN

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<p><b>Paper 0525/03</b> <b>Speaking</b></p>
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## **Key messages**

Most centres conducted the Speaking Test well and most Examiners enabled their candidates to achieve their potential.

In the Topic or General Conversations it is important that Examiners ask questions which elicit more extended answers, opinions and justifications. Asking questions which require short answers can lead to answers which are limited. It is also essential not to ask for points of general knowledge or ask questions outside of the candidates' own experience.

## **General comments**

### Role Plays:

In most cases, the role plays were managed very well by Examiners. Although the role plays are not timed, they should ideally not last more than 5 minutes. It is essential not to change the role play tasks or elaborate and expand on them as can lead to candidates becoming confused and/or losing marks through missing sections. It is important to remember that adding to the role plays does not benefit the candidates in any way. When awarding marks for role plays, it is important to remember that when a verb is required in response to a task, that it must be correct for a mark of 3 to be appropriate.

### Topic or General Conversations:

Candidates should be encouraged to link their ideas in a logical progression and to develop their answers in order to use more complex language and structures such as connectives and time sequencers. It is also advisable that questions requiring answers in past and future tenses are asked near to the start of the conversation to allow the candidate an increased chance of producing correct verbs and tenses.

If the conversations are too short, the mark for Communication is unlikely to be high and if they are too long the candidate may tire and their performance could deteriorate. Unfortunately, there were a small number of Examiners who did not indicate a transition from the Topic Conversation to the General Conversation, which made it difficult to award marks separately for the two different conversations.

## **Administration**

The administration in centres was generally very good and the addition of the marks on the WMS was usually accurate. Please note that an electronic WMS which adds up the marks automatically can be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples).

The quality of recordings was mostly good. Before CDs are despatched, it is advisable to carry out spot checks to ensure that every candidate is clearly audible. This year there were a few problems with CDs that did not play in sections of the recording. It is always helpful to remember that placing the microphone too far from the candidates makes it difficult to hear them.

It is essential that recordings are saved onto labelled CDs, with each candidate's digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher or Examiner name.

It was necessary to scale some centres' marks and it was a lot more common for marking to be too generous than too severe. This overgenerosity of marking was usually because Role Play tasks had not been adequately completed or past or future tenses were missing from one or both of the conversations.

### Comments on specific questions

#### **Role Plays A**

##### **A1 (Page 16, cards 1, 2, 3)**

This role play was generally very successful. Most candidates used *Ich möchte* or *Ich will* successfully in **K1(ii)** and **K4**.

**K5:** There were a few pronunciation problems with *Euroschein*. Some candidates omitted *nur* but this was tolerated.

##### **A2 (Page 17, cards 4, 5, 6)**

A few candidates needed to be prompted at the start to remember to greet the Examiner in **K1(i)**.

Some candidates experienced difficulty with question formation as in **K5(ii)**. Some candidates need to think about when it is more likely to use *du* or *Sie*.

##### **A3 (Page 18, cards 7, 8, 9)**

**K5(ii)** Some candidates found the reflexive verb *sich befinden* difficult when forming the question. Some candidates managed to simplify the question to achieve the same outcome. For example, *Wo ist das Souvenirgeschäft, bitte?*

In responses such as **K2**, it is useful to remember that 3 marks can be awarded for a one-word/brief answer provided that it is correct and appropriate.

#### **Role Plays B**

These tasks require the ability to use a range of tenses to give explanations and justifications and a reaction. It is assumed that candidates are aware of the *Sie* form of address. It is advisable for the Examiner to make a clear pause in the middle of the two-part question, otherwise the candidate may fail to react.

##### **B1 (Page 19, cards 1, 4, 7)**

In **K3** it is important to remember that “**zwei** Beispiele” in the question requires the use of two different verbs to get the full 3 marks.

In **K4(ii)** candidates needed to respond with a simple utterance rather than a mere sound in order to get the mark.

##### **B2 (Page 20, cards 2, 5, 8)**

In **K2** some candidates experienced difficulty forming the question. Not knowing *wahrscheinlich* may have been a barrier as was, perhaps, the separable verb *ankommen*.

In **K3(ii)** most candidates responded using a good range of different food and drink items.

In **K4** most candidates achieved full marks although the range of different weather descriptions was limited.

##### **B3 (Page 21, cards 3, 6, 9)**

This role play was generally very successful. Any difficulty was usually in **K4(ii)** but most candidates were able to say how they wanted to travel. A few candidates tried to turn this into a question instead.

## Topic Presentation/Conversation

The choice of Topic Presentation was generally appropriate and most candidates appeared to have a genuine interest in what they were presenting. It is helpful if a candidate starts their presentation by saying what their chosen topic is. It is recommended that candidates choose a specific aspect of a topic such as 'My summer holiday last year' rather than general topics such as 'Holidays and travel'. This is to ensure that the Examiner has enough scope for the questions that follow. In a small number of centres where topics were too general, the Examiner had the difficult task of thinking of questions which focused on the candidate's chosen topic because the candidate had already covered many points in their presentation. Sometimes it also meant that candidates repeated information from the topic presentation. On occasions, it led to Examiners asking questions which were too specific and demanding.

It is important that the Topic Conversation does not sound rehearsed and in general most centres did not appear to have overprepared their candidates for this section. The conversation should sound natural and a listener should not be aware that obvious preparation has taken place.

A number of candidates gained Language marks for producing correct past and future tenses. This was usually either a result of the Examiner rephrasing or choosing new questions, when initially no correct tenses were forthcoming.

## General conversation

In the General Conversations, most Examiners asked appropriate questions and most conversations were spontaneous. On the whole, candidates' answers contained explanations, justifications of opinions and a wide range of language and structures. Other candidates needed to develop their answers in more detail and to expand their thoughts in order to achieve higher marks. In the small minority of cases in which Examiners asked questions which were outside the candidates' experience, candidates were hesitant.

In some centres this year, too many topics were covered too superficially. Covering fewer topics in depth helps to create more developed conversations than frequent changes of topic. Most centres focused on 2 or 3 topics in depth which meant that candidates gave more detailed answers and opinions which were well backed up with justifications.

Most Examiners asked questions in both conversations to elicit responses in both past and future tenses. When candidates did not form correct past/future construction initially, some Examiners continued to rephrase questions until they were satisfied that the candidate had done the best they could. A successful example was when the question *Wohin bist du letzten Sommer gefahren?* was rephrased to *Wo warst du letzten Sommer?*

Most centres kept to the stipulated timings, which are approximately 5 minutes for each of the conversations. The timing for the Topic Conversation includes a Presentation lasting a maximum of two minutes. If the presentation goes over two minutes, it is important to intervene and start asking questions.

## Mark for General Impression

The impression mark was generally appropriately awarded but some Examiners tended to be a little too generous. To achieve a very high mark, candidates must consistently have very good pronunciation, intonation and fluency with only an occasional hesitation or error. It is important to try not to focus on grammatical accuracy when awarding this mark as that is assessed through Table C.

# GERMAN

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Paper 0525/42  
Writing

## Key messages

Candidates should be encouraged to read the questions carefully and to respond to the exact tasks set, rather than writing more generally on the topic area being covered. Those who do not address the specifics of the question cannot be awarded Communication points for that task. Candidates should also ensure that they are answering each task in the appropriate time frame. This is essential for achieving credit in both Communication and Language. In **Question 3**, candidates will often need to demonstrate the use of past, present and future time frames in the different tasks.

## General comments

There was no evidence of candidates being short of time. The correct number of questions was answered by all candidates and all answers were of an appropriate length.

In **Question 2**, there were many good responses which showed a strong knowledge of the morning routine and after-school activities.

In **Question 3**, whichever essay was chosen, higher marks were gained for both Communication and Other Linguistic Features (OLF) by working through the bullet points systematically and using the tense or time frame indicated by the question. Candidates had sufficient appropriate vocabulary for the essay that had been chosen.

## Comments on specific questions

### **Section A: Erster Teil**

#### **Question 1**

Candidates were required to list eight items which they would take to school. The pictures provided prompts and most sets of answers included many of the items from the list. However, centres should be reminded that these pictures are intended to act as prompts, rather than being prescriptive. Some candidates struggled to list the specific items in the pictures and could have given vocabulary items which were more familiar to them personally.

The majority of candidates were able to give five recognisable items which they would take to school, and many managed to list eight successfully. Spelling was generally good with *Handy* the item most often misspelled. As the list was intended to include portable items, words such as *Klassenzimmer*, *Tafel* were not credited.

#### **Question 2**

Candidates were required to write about a typical day based on four bullet points. Three sub-questions were set on the topic of home and home-based activities. All answers for these had to be in the present tense. The fourth bullet point in **Question 2** asked about plans for the weekend and so candidates were expected to use either the future tense or a future time frame in their answer. All four points had to be addressed in order to gain full marks for Communication.

Bullet point 1 asked candidates to give the time at which they get up in a morning. The use of the separable verb *aufstehen* caused some difficulty with some candidates omitting *auf* which created a sentence which



had little meaning. However, this was credited as it was clear in this context. The majority of candidates expressed the time correctly. However, not all candidates knew to use *um* with the time, and *bei* was the most commonly used alternative.

Bullet point 2 allowed candidates to write freely about their pre-school routine and many provided a number of activities including showering, eating breakfast (with details of food and drink), doing homework, watching television, walking the dog, feeding a pet. Many attempted to explain that they get dressed / put on school uniform, but found the separable verb *anziehen* difficult. Credit was not awarded for details about the journey to school because the question asked specifically for activities before leaving home.

Bullet point 3 was very specific and many candidates were unclear about the meaning of *am liebsten*, and not all could use *gern* correctly. Credit was also given for positive comments about evening activities.

Bullet point 4 gave candidates the opportunity to write about plans for the following weekend using the future tense or a future time frame. Many candidates were well-prepared for this and wrote accurately, mentioning two or three activities and the reasons for their plans. A number of candidates found this task challenging. For those who were not confident with the future tense, the present tense of an appropriate verb used with *nächstes Wochenende* would have been sufficient.

### Language

Much of the language used was straightforward but accurate and many candidates gained full credit. Candidates were able to form the first person singular (*ich*) with confidence and many used correct word order for the future tense. Spelling was mainly accurate and was usually comprehensible but the use of capital letters was inconsistent.

### Section B: Zweiter Teil

#### Question 3

In **Question 3**, there is a choice of essay. The first two choices are on different topics and relate to recent activities. Two bullet points are always in the past tense, two other bullet points ask candidates for their opinions and so require the use of the present tense. The final point requires candidates to use the future tense or a future time frame. Choice **3(c)** is the continuation of a story from the opening sentence and there are four bullet points which all require the past tense. The final bullet point extends the story into the near future and so a future tense or time frame must be used.

The majority of candidates chose **Question 3(a)**. Approximately one third chose **3(b)** with very few candidates choosing **3(c)**.

#### Question 3

**(a)** Candidates were required to write about a visit to a concert and to give their views on music.

Bullet point 1 asked for a description of the type of concert attended. Most candidates named the artists who performed or described the type of music but some simply said they went to a music concert. Credit was given for this.

Bullet point 2 gave candidates the opportunity to use their imagination to write about what they did during the concert. While there were those who mentioned watching the band or meeting the singer, many opted for the safe *ich habe Pizza gegessen und Wasser getrunken*.

Bullet point 3 required candidates to use the present tense to give their opinion about live music to obtain full marks for Communication. Many candidates gave a generalised opinion but unfortunately a number referred back to the specific concert commenting that they could see the band or that the music could be too loud. Where the past tense was used a maximum of one Communication mark could be awarded.

Bullet point 4 was the most challenging for many candidates as they did not always recognise that *Musikvideos* needed the plural verb *sind*. There were good answers about the quality of the graphics in music videos, being able to learn dance routines, and the fact that they are free and so accessible to all. However, it was clear that not all candidates had the vocabulary needed to give an appropriate answer.

Bullet point 5 required the use of a future tense or time frame. The use of the future and of *ich möchte* was generally good.

(b) Candidates were required to write about health and fitness.

Bullet point 1 asked for an explanation as to why it is important to live healthily. Most candidates had the vocabulary necessary to give reasons such as having energy, not getting ill, not getting overweight.

Bullet point 2 required the use of the past tense to say what had been eaten or drunk that day and whether it was healthy. Most candidates used *gegessen* and *getrunken* correctly and gave reasons for their (un)healthy choices but a minority made a general comment about healthy eating / drinking in the present tense and so could not be awarded full credit.

Bullet point 3 also needed the past tense to describe the sports played that week. *Ich habe Fußball gespielt* was probably the most popular choice but as in the previous part-question, some candidates made a general comment about sport in the present tense. The use of *treiben* in the question led some to think that they should use this verb rather than *spielen* with named sports.

Bullet point 4 gave candidates the opportunity to give their opinions on smoking and many did this effectively. Opinions ranged from smoking being unhealthy to sophisticated comments about it damaging the lungs, harming others, producing toxins, and smelling unpleasant. A few candidates did not recognise *Rauchen*.

Bullet point 5 required the use of a future tense or time frame

(c) Bullet point 1 required the candidates' reaction to a bus breaking down and was well answered. Candidates appeared to be used to giving their own reactions to difficult situations and wrote confidently.

Bullet point 2 needed the bus driver's reaction. This was more challenging than the previous bullet point. Credit was given to those who said that the driver got out and checked the bus as this was a perfectly sensible reaction by the driver.

Bullet point 3 needed an explanation of what the candidate did while waiting. Most candidates mentioned reading or talking to fellow passengers.

Bullet point 4 answers often mentioned that a different form of transport was used to get home.

Bullet point 5 required the use of a future tense or time frame to explain what form of transport would be used in the future. Not all candidates attempted this bullet point.

## Verbs

Many candidates tried hard to achieve 18 correct verbs and used various methods to account to themselves for the number of verbs used. There was a good use of different pronouns with the same verb. However, candidates could not be credited for using a verb with an incorrect tense. Sometimes candidates used 'gehen' instead of 'fahren' or the incorrect auxiliary verb. The subject noun or pronoun needed to be spelled correctly with the correct article (where appropriate) for the verb to be credited. This was sometimes problematic in **Question 3(a)**, in particular when *Musik* and *Freunde* were often misspelled. Candidates should be reminded that only the first instance of a given verb form can gain credit.

## Other Linguistic Features

There was evidence of careful preparation and basic structures and vocabulary were generally accurate. The use of capital letters was variable. There were candidates who attempted quite complex language using subordinate clauses, adjectives, comparatives, and adverbial phrases. Candidates need to be reminded about word order. Care should be taken after *weil* and other similar conjunctions which send the verb to the end of the clause, and the use and position of the infinitive after a modal verb. The weaker answers tended to show overcorrection of word order where all verbs were either sent to the end or the subject and verb were always inverted. Modal verbs caused problems and were often incorrectly used with *zu* and frequently inaccurate in the past tense. Few candidates were able to differentiate between *mochte* and *möchte*, or

*wurde*, *würde* and *werde*. Some specific verbs presented particular difficulties. For example many candidates failed to distinguish the difference between the verbs *Spaß haben* and *Spaß machen*.