Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

GERMAN	**0525/22**
Paper 2 Reading	**May/June 2017**
MARK SCHEME	
Maximum Mark: 45	

Published

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 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.** Often the general principles will have to be weighed up against each other, e.g. the answer might pass the look-alike test (1.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (1.6).

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 <u>to a whole question</u> 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. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

1.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

(a)	Both correct answers on line 1 and line 2 blank = 2
(b)	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)	Accept incorrect tense unless Mark Scheme specifies otherwise.
(f)	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
(g)	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 that the Examiner has considered the answer/that part of the answer and judged it 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.

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:

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 reading text. 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. The Detailed Mark Scheme (Section 2) cannot cover all eventualities and where specific instructions are not provided, Examiners must check the reading text to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following general rules should be applied:

(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 transcript/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 (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 **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 original 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 a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader

2 Detailed Mark Scheme

Erster Teil
Erste Aufgabe, Fragen 1–5

Question	Answer	Marks	Guidance
1	B	**1**	
2	C	**1**	
3	A	**1**	
4	B	**1**	
5	D	**1**	

Zweite Aufgabe, Fragen 6–10

Question	Answer	Marks	Guidance
6	C	**1**	
7	A	**1**	
8	F	**1**	
9	E	**1**	
10	B	**1**	

Dritte Aufgabe, Fragen 11–15

Question	Answer	Marks	Guidance
11	B	**1**	
12	A	**1**	
13	B	**1**	
14	C	**1**	
15	C	**1**	

Zweiter Teil
Erste Aufgabe, Fragen 16–20

Question	Answer	Marks	Guidance
16	nützlich	**1**	
17	Schüler	**1**	
18	Unterricht	**1**	
19	machen	**1**	
20	Abend	**1**	

Zweite Aufgabe, Fragen 21–29

- **In this exercise**, reward the candidate 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 *er* instead of *sie* etc. and incorrect possessive pronouns.
- Accept wrong genders throughout

Question	Answer	Marks	Guidance
21	**KEY CONCEPT:** vet Bei einem Tierarzt **ACCEPT** Tierarzt tc	1	
22	**KEY CONCEPT** likes animals or ideal job for him Er mag Tiere / sein perfekter Beruf	1	**REFUSE** seine Eltern erzählt, dass das wäre der perfekte Beruf für ihn. (implies it is the parents' thoughts rather than Hakan's)
23	**KEY CONCEPT:** neighbour (f) Seine Nachbarin	1	**REFUSE** Nachbar
24 (i)	**KEY CONCEPT**: Hakan / he is helpful Der Tierarzt fand ihn hilfsbereit. **ACCEPT** Er ist hilfsbereit. **ACCEPT** Er hat dem Tierarzt geschrieben.	1	**REFUSE** Hilfsbereit (tc) Er fand ihn hilsbereit. (we don't know who *er* or i*hn* refer to)

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Question	Answer	Marks	Guidance
24 (ii)	**KEY CONCEPT:** got on well Sie kamen gut miteinander aus. **ACCEPT** Wir kamen gut miteinander aus. **ACCEPT** Die Nachbarin hat Hakan gesagt, dass er dort ein Praktikum machen könnte. **ACCEPT** correct answer despite incorrect subject in previous question 24 i)	1	**REFUSE** Er wurde zu einem Gespräch eingeladen.
25	**KEY CONCEPT:** 2 weeks 2 / zwei Wochen	1	
26	**KEY CONCEPT** : cleaning Putzen	1	
27	**KEY CONCEPT:** talked to clients on the phone Mit <u>Kunden</u> am <u>Telefon</u> gesprochen	1	**REFUSE** when omission of either telephone or customers
28	**KEY CONCEPT:** size of dog Der Hund war groß. Accept lift; Eines Tages…groß. Als eine Frau...	1	
29	**KEY CONCEPT:** if he still wants to become a vet Direct lift or Ob er (noch) Tierarzt werden will **ACCEPT** *wenn* instead of *ob*	1	

Note: For questions with 2 interchangeable answers: 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)

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. This Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 1.

In this section, take into account the whole of the candidate's answer. We are still applying the sound-alike rule.

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

REFUSE DIRECT SPEECH HOWEVER IT IS PRESENTED.

Erste Aufgabe, Fragen 30–34

1 Mark available per question for True or False + 1 Mark available for correction of each False statement.

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

Question	Answer	Marks	Guidance
JA **NEIN** ☐ ✓ 30 ☐ ✓ 31 ✓ ☐ 32 ☐ ✓ 33 ✓ ☐ 34			
30	Nein	**1**	See grid above for marking True/False element
31	Nein	**1**	See grid above for marking True/False element
32	Ja	**1**	See grid above for marking True/False element
33	Nein	**1**	See grid above for marking True/False element

Question	Answer	Marks	Guidance
34	Ja	**1**	See grid above for marking True/False element

JUSTIFICATION
ACCEPT: <u>wrong genders throughout</u>

IN EACH CASE, CHECK NEIN IS TICKED

Question	Answer	Marks	Guidance
30	…um alte Zeitschriften zu bekommen. Sie will / sie wollte alte Zeitschriften	**1**	**REFUSE MERE ADDITION OF NEGATIVE and complete lifts containing irrelevant material**
31	Es ist schwierig für Karin /es ist zu teuer / Ihre Familie kann sich die Busfahrkarten nicht leisten **ACCEPT** Die nächste Bibliothek liegt 100 km (von hier/dort/Karins Haus/Frisörsalon) entfernt. **(HA) with** Ihre Familie kann sich die Busfahrkarten nicht leisten.	**1**	**REFUSE MERE ADDITION OF NEGATIVE and complete lifts containing irrelevant material** **REFUSE** direct lift Die nächste Bibliothek liegt 100 km entfernt. tc
33	Sie hat viele Bücher/ Hunderte von Büchern / Hunderte von Paketen bekommen. **ACCEPT** Er hat mehr als 20 bekommen.	**1**	**REFUSE MERE ADDITION OF NEGATIVE and complete lifts containing irrelevant material** **REFUSE** Höchstens 20 **REFUSE** Buche, Buchen **REFUSE** Sie hat hundert Pakete bekommen.

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Zweite Aufgabe, Fragen 35–41

ACCEPT: <u>wrong genders throughout</u>

Question	Answer	Marks	Guidance
35	(Er hat sie/die Klassenfahrt) dreimal (verpasst.) Drei Jahre hintereinander, für drei Jahre, Er hat drei verpasst Er hat die Klassenfahrt drei Jahre verpasst	1	**REFUSE** drei Jahre tc, jedes Jahr
36	<u>Er spielte Fußball.</u> <u>Er hat Fußball gespielt.</u> **ACCEPT** (Er war) Fußball spielen./ Er hat Fußball spielen. Er verletzte sich das Bein.	1	**REFUSE** Um Fußball zu spielen Fußball tc (not clear whether he was watching, playing...) **REFUSE** Er spielt Fußball. **Insist on attempt of past tense if verb is used (e.g. perfect, imperfect)**
37	(Er war im) Krankenhaus. **ACCEPT** Ins Krankenhaus	1	**REFUSE** Lift
38	Weil ihm ein anderer Radfahrer entgegenkam.	1	**REFUSE** Als ihm .... **Insist on attempt of past tense if verb is used (e.g. perfect, imperfect)**
39	Er konnte/durfte keinen Sport treiben/ er konnte nicht Tennis spielen Er hatte sich den Arm verletzt **ACCEPT** Sein Arm schmerzte lange, so dass er den ganzen Sommer lang keinen Sport treiben konnte (lift).	1	**REFUSE** Er könnte/dürfte/müsste keinen Sport treiben. (umlauts render it incorrect, not a past tense) Er kann keinen Sport treiben. **Insist on attempt of past tense if verb is used (e.g. perfect, imperfect)**
40	Die Ohren <u>Er hatte</u> Ohrenschmerzen	1	**REFUSE** Ohrenschmerzen tc (tautology)

Question	Answer	Marks	Guidance
41	Er war glücklich/froh... (any appropriate, positive adjective) **ACCEPT** Leon fühlte/dachte/fand, es waren tolle Tage. Für Leon waren die Tage toll. Insist on notion of Leon's feelings/point of view **ACCEPT** toll tc	1	**REFUSE** Es war toll / Es waren tolle Tage. **REFUSE** Er war toll **REFUSE** Er hofft, dass er nie wieder eine Klassenfahrt verpassen wird (lift and is how he feels now, not on the island) **REFUSE** Er findet/denkt es tolle Tage **Insist on attempt of past tense if verb is used (e.g. perfect, imperfect)**

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