



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

GERMAN

7159/02

Paper 2 Reading

For examination from 2019

MARK SCHEME

Maximum Mark: 45

Specimen

This document consists of **12** printed pages.

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 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 German, 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 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)	Where candidates must tick a number of boxes (e.g. tick the 6 true statements) and tick too many, apply the following rule: deduct the number of 'extra' answers indicated by the candidate from their number of correct answers. The remaining number is the mark awarded, e.g. the candidate is asked to tick 6 statements, but ticks 8. 5 of the ticks are correctly placed, but 2 are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 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 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:

(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. <i>mein</i> , <i>dein</i> , <i>sein</i> etc., unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
(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 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

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 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, 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 text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded.

2 Detailed Mark Scheme

Section 1 Exercise 1

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

Section 1 Exercise 2

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

Section 1 Exercise 3

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

Section 2 Exercise 1

Question	Answer	Marks	Guidance
16	viele	1	
17	montags	1	
18	über	1	
19	ruhig	1	
20	Einwohner	1	

Section 2 Exercise 2

- 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 incorrect possessive pronouns.

Question	Answer	Marks	Guidance
21	KEY CONCEPT: Idea of parents being unhappy Eltern unglücklich Ihre Eltern sahen unglücklich aus. ...dass meine Eltern sehr unglücklich aussahen.	1	Refuse: 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	Refuse: 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	Refuse: Um ohne uns zu reden tc Weil die Eltern am Tisch blieben tc
24	KEY CONCEPT: glücklich Glücklich, gut gelaunt, sie lachten, lachen	1	Refuse: Ich hörte sie lachen INV

Question	Answer	Marks	Guidance
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	Refuse: Weil sie 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.	1	Accept: without article Refuse: 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.	1	Accept: wegfahren, Urlaub machen, reisen Refuse: 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	

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

In this section, take into account the whole of the candidate's answer.

READ SECTION 1: GENERAL MARKING PRINCIPLES**Section 3 Exercise 1**

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.

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

Question	Answer	Marks	Guidance																														
31	<table border="1"> <tr> <td>Ja</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	Ja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	See notes above for marking True/False element
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Question	Answer	Marks	Guidance
33		1	See notes above for marking True/False element
34		1	See notes above for marking True/False element
35		1	See notes above for marking True/False element

Question	Answer	Marks	Guidance
31	Ja		
32	Nein ACCEPT: CHECK NEIN IS TICKED ACCEPT: direct lift 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.	1	REFUSE MERE ADDITION OF NEGATIVE Refuse: Es war schwer / schwierig. tc Es war schwierig seinen Eltern, Auf Wiedersehen' zu sagen. Es war unsicher
33	Ja		
34	Nein ACCEPT: CHECK NEIN IS TICKED 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	REFUSE MERE ADDITION OF NEGATIVE Refuse: Nils tc Es war ihm peinlich. tc Die Leute haben mich / ihn / er fotografiert.

Question	Answer	Marks	Guidance
35	Nein ACCEPT: CHECK NEIN IS TICKED Concept of staying / working / living in Germany 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.	1	REFUSE MERE ADDITION OF NEGATIVE Refuse: Implication that Nils rather than company will be in contact with China

Section 3 Exercise 2

Question	Answer	Marks	Guidance
36	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...	1	Refuse: Neue Ideen tc Complete first sentence INV Machen ein Projekt in 72 Stunden
37	<i>Any two:</i> (Man schlug vor, dass man) • (ein) Fest organisieren oder • im Altenheim (aus)helfen or (einen) Kindergarten renovieren (könnte).	1 1 2	Accept: Whole lifts of sentence Incorrect verb forms, unsuccessful attempts at passive Refuse: Die Liste wurde immer länger INV
38	Es war regnerisch. / Es regnete. Regen Nass	1	Refuse: schlecht tc , nicht gut tc Direct lift INV
39	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.	1	Accept: direct lift
40	müde (und nass) Um 8 Uhr waren sie müde.	1	

Question	Answer	Marks	Guidance
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</p>	1	<p>(Idea of advice or phoning required.) Refuse: direct lift</p>