

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

0525 GERMAN (FOREIGN LANGUAGE)

0525/41

Paper 4 (Continuous Writing), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Total marks for paper: 50

25 marks per question. Each question is marked over a maximum of 140 words.

1 Communication: 5 marks

Put a stroke for each of the 5 relevant points.

Record 0 for a failure to score a point.

The Communication points should be lettered. Put a1, b1, c0 etc as appropriate in the right hand margin (For examiner's use)

2 Language: 15 marks

Examiners are required to award ticks beside each Marking Unit which is substantially correct. Errors are not to be indicated. The total number of ticks should be recorded at the foot of the page and converted to a mark out of 15 using the Conversion table at the end of the mark scheme.

3 General Impression: 5 marks

The pro rata mark based on the Language mark should serve as the first guide. This mark should be adjusted up or down by one mark where this is justified by positive qualities, such as unusually good vocabulary or ambitious use of language, or by negative qualities, such as excessive repetition.

0-1 Does not rise above the requirements for the Directed Writing Task in Paper 2.

2 Fairly good use of idiom, vocabulary, structures and appropriate tenses.

3 Good use of the above.

4 Very good use of the above.

5 Excellent use of the above.

Recording of marks

Marks should be recorded at the end of the answer as follows:

Communication	+	Language	+	General Impression	=	Total
E.g. 4/5	+	10/15	+	3/5	=	17/25

Enter each of the two marks on the front of the Script and record the total out of 50.

Please ensure that these marks are checked carefully, especially the conversion of ticks to marks for Language.

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Counting words

- (a) In letters ignore any address or date. Ignore also any title which the candidate has invented. No marks may be gained for the above.
- (b) Count up to exactly 140 words. Put a || after the 140th word.
- (c) Our definition of a word is a group of letters surrounded by a space. A group of letters containing a hyphen is regarded as one word.

Fußball-Weltmeisterschaft; 99-prozentig = one word die Frau = two words

- (d) All numbers count as one word, whether written as figures or as words.

21 = one word

einundzwanzig = one word

- (e) Proper nouns count as one word, eg *Neuseeland, Vereinigten Staaten, Rheinland-Pfalz, Helmut Kohl, Südafrika, New York*.
- (f) In letters count a maximum of 2 words only for the addressee as in *Lieber Herr Anders*.
- (g) Bracket and exclude from the word count any letter etiquette in Question 2 when a letter is not asked for.

Repetition of material printed in the rubric

Sections of the rubric which might score no marks for language are discussed at the Examiners' Coordination Meeting.

For June 2011 the following list of words lifted unchanged from the rubric would not be rewarded:

Question 1(a)

REFUSE *mit dem Abfall auf den Straßen*

REFUSE *immer mehr Abfall auf den Straßen*

REFUSE *was man in der Zukunft machen soll*

Question 1(b)

REFUSE *Probleme oder Nachteile* as a phrase (lifted)

REFUSE *bei diesem Hobby* as a phrase (lifted)

REFUSE *zu diesem neuen Hobby* as a phrase (lifted)

Question 2

REFUSE *eines Abends von der Schule nach Hause* as a phrase (lift, even if misspelled)

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MARKS FOR RELEVANT COMMUNICATION

General principles

- (a) A Communication mark may only score if it occurs in the first 140 words.
- (b) Do not award Communication Marks when the required elements are expressed in inappropriate time frames:
- e.g. *Letztes Jahr reise ich nach Deutschland* = 0 for Communication.
- However a Present Tense is perfectly acceptable where a Future context is clearly indicated:
- e.g. *Nächstes Jahr reise ich nach Deutschland* = 1 for Communication.
- (c) Any genuine attempt to convey a tense should be awarded for Communication purposes.
- e.g. *Ich gewesen im Urlaub* = 1 for Communication
- (d) Accept for Communication the use of any past tenses when a past is required, even when a different past tense would normally be used. Allow Perfect, Imperfect or Pluperfect.
- (e) Where the Mark Scheme requires two 'reactions' in Question 2 and they are expressed as a list, e.g. *Ich war traurig und müde* or *Es war interessant und lustig*, award one Communication mark only. (A verb has to be used each time a Communication mark is awarded, e.g. *Ich war traurig* [...] *Ich war müde*, award two Communication marks.)

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QUESTION 1

A maximum of 5 marks is available for each of the two questions.
Marks are to be awarded for the following points:

Question 1 (a)

- Describe the town/village in which you live [1]
- Describe the problem of rubbish on your streets [1]
- Give your own opinion of the situation and why [1]
- Say what you have already done to help resolve the problem [1]
- Say what, in your opinion, should be done in the future [1]

Question 1 (b)

- Explain why you chose this new hobby [1]
- Say when you are next going to do this hobby [1]
- Describe any disadvantages/problems associated with this hobby [1]
- Say what your family thinks of this new hobby [1]
- Ask your penfriend about his/her hobbies [1]

[Total: 5]**QUESTION 2**

Coming home from school one night, you realised that you had lost your keys. Describe:

- *How you reacted when you could not find the keys* (minimum of 1 mark)
- *What happened afterwards*

Candidates are awarded 1 mark up to a maximum of 5 for each point relevant to the development of the storyline in an appropriate tense. Allow just one sentence for scene-setting.

Communication marks are awarded for opinions, reactions, actions, descriptions, etc, i.e. for any new information which allows the story to unfold.

The story should be told mainly in the past tense, as clearly indicated in the rubric. The historic present is not normally accepted. Of course any sentence which clearly relates to the present or the future should be credited appropriately.

[Total: 5]

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LANGUAGE MARKS

General Comments

This positive marking scheme is intended to reward both accuracy and ambition. No marks are deducted for errors.

Marking Units

A tick is awarded for a correct Marking Unit of which each element is correct. The tick is recorded over the scoring word

✓

e.g. mein Freund

A Marking unit may consist of the correct use of any of the following items:

- noun + article/possessive, demonstrative adjective
- (subject pronoun) + verb
- infinitive (construction)
- adjective
- preposition
- pronouns (other than subject pronouns) including reflexives and interrogatives
- All adverbs (except *sehr* and *gut*)
- All conjunctions (except *und* and *aber*)

NB: Extra marks are available for the use of plurals, negative expressions and correct word order.

Spelling and Punctuation

Accept old as well as new German spelling.

Spelling must be correct in order to gain Language marks **EXCEPT**:

- Inaccuracies in the use of umlauts are tolerated so long as the meaning is still clear.
E.g. *Fruhstuck* = 1 tick; *die Schuler* = 1 tick; *der Rucksack* = 1 tick; *morgen* = 1 tick;

Where ambiguity is created, the tick cannot be allowed.

E.g. *mochte* instead of *möchte*, *wurde* instead of *würde*, *hatte* instead of *hätte*

However, please be aware that if umlauts are persistently omitted then this will have an effect on the mark for Impression.

- Inaccuracies in the use of Compounds and Hyphens are ignored
E.g. *der Super Markt* instead of *der Supermarkt* = 1 tick

Proper nouns

Towns, place names and people's names do not gain Language marks.* However, specifically German spelt geographical references are awarded if correct.

E.g. *Munich* = 0; *München* = 1; *Bavaria* = 0; *Bayern* = 1; *Frankreich* = 1

Universal names e.g. *Berlin*, *Bonn*, etc are not awarded.

* Months are not treated as proper nouns and are dealt with in section 1.3.

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Letter Etiquette

Allow the use of *Du* or *Sie* in informal and formal letters. In the case of inconsistencies in the body of the letter, reward only the most frequently used. If the letter is written in an inappropriate register award ticks as normal, but deduct 1 or 2 from Impression mark.

Reward an appropriate start of a letter with one tick for Language, e.g. the use of *Lieber Herr* or *Liebe Frau*, *Lieber Jens*, *Sehr geehrte Frau*, *Grüß dich! Hallo! ...* etc. Multiple addressees (*Lieber Herr...*, *Liebe Frau...*) gain one tick only.

Similarly, reward an appropriate end of a letter with one tick for language, e.g. *Hochachtungsvoll*, *mit freundlichen Grüßen*, *Bis bald*.

NB: Do not reward 'letter etiquette' for Language when a letter is not required.

A VERBS

- 1 Subject/verb accord.** The verb agrees with the number and person of the subject. Pronouns must be correct for the verb to gain credit. However, verbs are still awarded when nouns are misspelt or the gender is incorrect.

Ich spielt [0]

Der Hunt bellt [1]

Sind Sie Herr Schmidt? [1]

Sind sie Herr Schmidt? [1]

- 2 Compound tenses.** A tick is awarded when the auxiliary and past participle/infinitive are correct and the past participle/infinitive is in the correct position.

Ich habe ... gekauft [1]

Ich hat ... gekauft [0]

Wir haben gefahren [0]

Gestern ich bin geflogen. [2]
(here the compound tense is accurate, and the past participle is in the correct position, hence one tick is given for *ich bin geflogen* and one tick for *gestern*.)

Ich bin geflogen gestern. [1]
(here the compound tense is accurate, but the past participle is not in the correct position, hence no tick can be given for *ich bin geflogen*. One tick is given for *gestern*.)

Ich werde singen. [1]

Er würde singen. [1]

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- 3 Separable verbs.** In addition to the correct use of the verb, a tick is also awarded for the correct positioning of a separable prefix.

Ich beilege ein Foto [2]
(Here the tick is given for the correct present tense form of *lege* with *ich*)

Ich lege ein Foto bei [3]
(Here the tick is given for the correct present tense form of *lege* with *ich*. An additional tick is given for the correct positioning of *bei*)

Ich habe mitgemacht [2]
(Here the tick is given for the compound tense - see Section 2 above. An additional tick is given for the correct positioning of *mit*)

Ich habe gemittmacht [1]
(Here the tick is given for the compound tense – see Section 2 above.)

- 4 Imperatives.** A tick is awarded if correct.

Schreib! [1]

Schreibt! [1]

Schreiben Sie! [1]

5 Reflexives

In addition to the correct use of the verb, a tick is also awarded for the correct use of a reflexive pronoun.

Ich wasche mich [2]

6 Infinitives

One tick is awarded for an infinitive that is correctly spelt and in the correct position. In a modal construction, a correct infinitive may be credited, even when the modal used is incorrectly spelt. Another tick is awarded for constructions using the infinitive (*um...zu*, *ohne...zu*, *(an)statt...zu* or simple *zu* clause)

Ich kann gut spielen [2]

Wir möchte kommen [1]

Ich komme, um zu spielen [3]

Ich kann spielen gut [1]

Ohne einen Augenblick zu verlieren [3]

Ich versuche, fit zu bleiben [4]

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7 Interrogatives

The interrogative is not credited unless there is also inversion. If inversion is used, the interrogative may be credited, whether or not an appropriate tense has been used.

W[✓]er b[✓]ist du? [2]

Wann du k[✓]ommst? [1]

K[✓]ommst du? [2]

B NOUNS

1 **A singular noun** (with its article/possessive, demonstrative adjective) is awarded one tick if the gender and case are correct. The noun must be spelt correctly including initial capital letter.

D[✓]er M[✓]ann k[✓]ommt [2]

D[✓]ie M[✓]ann k[✓]ommt [1]

Ich se[✓]he d[✓]en M[✓]ann [2]

M[✓]e[✓]in H[✓]und k[✓]ommt [2]

M[✓]e[✓]ine H[✓]und k[✓]ommt [1]

D[✓]ies[✓]er H[✓]und k[✓]ommt [2]

E[✓]in[✓]e K[✓]atze k[✓]ommt [2]

E[✓]in[✓]es T[✓]ages [1]

Er h[✓]ilft se[✓]iner M[✓]utter [2]

NB: One tick is given for the noun where the article is correctly omitted.

Er i[✓]st B[✓]rieftr[✓]äger [2]

3 **Plural nouns:** Award 2 ticks for the correct plural form (including correct gender and case). No tick is awarded for a plural noun that is not correct.

Die K[✓]in[✓]der sch[✓]lafen. [3]

Die K[✓]ind[✓]ern sch[✓]lafen. [1]

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C PRONOUNS

Subject pronouns are not awarded a tick, unless they correctly refer back to a non-human feminine or masculine noun.

Das ist mein Hund. Er ist dick. [5]

Das ist mein Hund. Es ist dick. [4]

Das ist meine Mutter. Sie ist alt. [4]

All other pronouns are awarded a tick.

Ich sehe ihn. [2]

D ADJECTIVES

- 1 An adjective is awarded one tick if it agrees with the gender, number and case of the noun and if it is spelt correctly.

Der junge Mann [2]

Ein junger Mann [2]

Er hilft der alten Frau [3]

letzte Woche [2]

nächstes Sommer [1]

eine lange Geschichte [1]

die kleinen Kinder [3]

- 2 Predicative adjectives are awarded one tick, if correctly spelt.

Die Katze ist klein [3]

Die Katze ist kleine [2]

- 3 Comparisons and Superlatives. In comparisons, the adjective is treated as above, but there is an extra tick for the correct usage in the comparison. The superlative is treated as an adjective.

Ich bin jünger als du [3]

Du bist nicht so alt wie ich * [4]

Du bist nicht so alt wie mich. [3]

Du bist so jung als ich [2]

*so ...wie is treated as a unit and gets 1 tick

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E PREPOSITIONS

1 An appropriate preposition is awarded a tick.

mit dem Bus	[2]
mit der Bus	[1]
auf dem Bus	[1]
mit den Bussen	[3]
mit den gelben Bussen	[4]
mit Hilfe	[2]
mit Freunden	[3]
für die Kinder	[3]
in Frankreich	[2]
zu Hause	[2]
in September	[1]
im September	[2]

F ADVERBS

Adverbial phrase/adverb is given a tick **apart from** *sehr, gut*.

Ich fahre schnell	[2]
Ich möchte bitte ein Eis	[3]
Ich bin ziemlich müde	[3]
Ich spiele gern	[2]

G Negatives

1 The use of *nicht* may be credited

Ich spiele nicht gern	[3]
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2 Use of *kein*

A tick is awarded for correct use of *kein*

Ich habe keinen Hund.	[3]
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Er hat kein Hund.	[1]
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- 3 Negative phrases (other than the use of *nicht* or *kein*) should be awarded ticks up to a maximum of 2 ticks per phrase correctly used:

Ich spiele weder Hockey noch Tennis [5]

Er spielt nicht nur Hockey sondern auch Tennis [5]

H WORD ORDER

Conjunctions and relative pronouns

All conjunctions are awarded a tick apart from *und* and *aber*.

Relative pronouns are awarded a tick.

In relative and subordinate clauses the verb gets an extra tick for correct positioning (only if the verb is correct). This tick for positioning may be awarded, even if an inappropriate subordinating conjunction has been chosen.

Ich weiß nicht, ob er kommt [5]

Ich weiß, dass er kommt heute [4]

Der Junge, dessen Katze schwarz ist, wohnt hier [8]

Wann ich klein war, [3]

Inversion

Gains an extra tick, but only if syntax and spelling are correct:

Öft gehe ich [3]

Öft ich gehe [2]

Öft geht ich [1]

Word Order with direct and indirect objects

An extra tick is given for correct ordering of direct/indirect objects, as follows:

[2 noun objects: dative comes first – DAN]

[2 pronoun objects: accusative comes first – PAD]

Ich gebe dem Mann einen Hut [DAN] [4]

Ich gebe sie ihm [PAD] [4]

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Time, manner, place

An extra tick is awarded for the correct order of TMP

Ich trinke zu Mittag schnell im Gasthaus ein Glas Bier [9]

Ich trinke ein Glas Bier im Gasthaus zu Mittag schnell [8]

I MISCELLANEOUS MATTERS**1 Numbers**

No credit is given for the use of a number either as a figure or written as a word.

Ich habe vier Katzen [3]

Er ist 16 Jahre alt [4]

General amounts / numbers, eg *etwas* / *viele* / *einige* gain credit for correct usage

Einige Schulen [3]

Etwas Schulen [2]

2 Times

Prepositions and nouns credited as in sections **E** and **B**

um 10 / zehn Uhr [2]

Es ist zwei Uhr [2]

um Viertel vor zehn [3]

3 Dates

Months and days of the week are treated like nouns. Correct ordinals are credited (either written out or in abbreviated form). Prepositions and nouns credited as in sections **E** and **B**

den 12. Juni / den zwölften Juni [2]

bis zum 10. Juni [4]

vom neunten bis zum elften Mai [7]

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4 Interjections/Common phrases

These are credited individually with one tick

nicht[✓] wahr/[✓]vielleicht/[✓]oder/[✓]bitte/[✓]wohl/[✓]danke/[✓]danke schön/[✓]vielen Dank etc. [1]

ein[✓] bisschen/ein[✓] paar

5 Units and prices

Correct units of weight/length/money etc are credited with one tick, whether written out or in abbreviated form

1m[✓]80 / 1 Meter[✓] 80 / ein Meter[✓] achtzig (1)

€6,[✓]80 / 6, 80 Euro[✓] / sechs Euro[✓] 80 / sechs Euro[✓] achtzig (1)

TOLERANCES

- 1 No credit is usually given to the occasional correctly spelt item in a sequence which makes no sense in German. However, recognisable discrete items such as *mein Vater* may be rewarded in such a context.
- 2 When the gender of the writer is variable, tick only the most frequent. Always accept the declared gender of the writer and ignore the name on the front of the script and/or at the end of a letter or article.
- 3 When the 140th word cuts a marking unit, give credit where possible:

Er hat || gemacht. Record a tick for *er hat* even though the writer's intention was to form a perfect tense.

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Conversion Table

Number of ticks Maximum 60	Mark out of 15 (for Accuracy of Language)	Pro rata (General Impression)* Max 5
60+	15	5
55–59	14	5
51–54	13	4
48–50	12	4
45–47	11	4
42–44	10	3
38–41	9	3
34–37	8	3
30–33	7	2
26–29	6	2
22–25	5	2
19–21	4	1
15–18	3	1
11–14	2	0
7–10	1	0
0–6	0	0

NB: IMPRESSION MARK

Please note that the Impression Mark should be adjusted up where this is justified by positive qualities, such as unusually good vocabulary or ambitious use of language, or adjusted down where this is justified by negative qualities, such as excessive repetition or, in the case of a letter, by the use of an inappropriate register (e.g. Du instead of Sie in a formal letter), or repeated use of incorrect verb forms (e.g. the use of the infinitive in place of a finite verb), etc.