

**MARK SCHEME for the May/June 2012 question paper**  
**for the guidance of teachers**

**0677 GERMAN (FOREIGN LANGUAGE)**

**0677/02**

Paper 2 (Reading and Directed Writing),  
maximum raw mark 65

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 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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 3. 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 3 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 Reading tasks: 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 (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (eg two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (eg 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, eg the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3
 
$$\begin{array}{r}
 5 \text{ number of correct ticks} \\
 -2 \text{ minus number of extra ticks} \\
 = 3
 \end{array}$$
- (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 two, 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.

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**1.4 Reading tasks: 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, but another answer on line 2 wrong = 1  
(or vice-versa)

**1.5 Reading tasks:** 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 eg mein, dein, sein etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) 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 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 2.5 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.

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### 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 (eg '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 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see **2.5(d)**) – in which case a lift will be specifically rejected in the Mark Scheme.

**Ignore extra material given in an answer providing that it does not invalidate an answer.**

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### 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  (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 <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
(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. 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

### SECTION 1

#### Erster Teil Erste Aufgabe

1	B	[1]
2	C	[1]
3	C	[1]
4	B	[1]
5	A	[1]

**[Total: 5]**

#### Zweite Aufgabe

1	D	[1]
2	A	[1]
3	F	[1]
4	E	[1]
5	B	[1]

**[Total: 5]**

#### Dritte Aufgabe

1	C [1]	
2	A [1]	
3	A [1]	
4	C [1]	
5	B [1]	

**[Total: 5]**

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## Vierte Aufgabe

### Exercise 4 Question 16

**COMMUNICATION:** 1 mark per item up to a maximum of 3

+

**APPROPRIATENESS OF LANGUAGE:** 0, 1 or 2 marks according to grid

- Mark answers that are not written in the space provided for that purpose exactly as if they were written in the correct space, eg where candidates answer the questions but ignore the instruction to frame their answer as a message:
- Where there are two versions, one by pics + one in box, mark what is in the box.

#### Communication

##### ACCEPT

For *Communication*, accept attempt at any tense  
Spelling, use rules in 1.5, look alike, sound alike, etc.

- (a) Bäckerei, Konditorei, Brotladen, Kuchenladen, Beckerei, Bäckerie, Bekerei, Bäkeri, Backeri, Supermarkt, Markt
- (b) Brot, Brötchen, Kekse, Brod, Kuchen, Butterbrot, Käsebrot
- (c) um 12, um 12 Uhr, um zwölf, am 12, no preposition, auf 12am/um Mittag

##### REFUSE

- (a) Bekeri, Bekery, Bakri, Brothaus, einkaufen tc, it has to relate to a shop/place
- (b) Other food
- (c) 12 Stunden, perfect tense or other past tense, 12 h, 12am/pm

#### Appropriateness of language

2	For the award of 2 marks, 2 verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated.
1	There is some appropriate usage to reward. For the award of 1 mark, 1 verb must be in an appropriate tense.
0	There are no examples of appropriate usage to reward.  Where 0 marks were awarded for Communication, 0 marks are awarded for language.

**When marking for Language, consider only the parts of the candidate's work for which you are awarding a communication mark.**

**NB: if candidates do not attempt one of the tasks they cannot score more than 1 mark for language.**

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**NB** Complete verbal phrase has to be correct to award Language mark, e.g. infinitive construction (ich möchte gehe – no mark), disregard of wrong word order within verbal phrase.

**However** accept as correct for Language: Ich komme zurück um 12 Uhr, even though zurück is not at end of sentence.

The same verb can be rewarded twice in different contexts. Do not accept *gehen* instead of *fahren* for Language mark.

**[Total: 5]**



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## SECTION 2

### Zweiter Teil Erste Aufgabe

	ACCEPT		REFUSE
17	Nach England/Südengland fahren/umziehen/In (nach) England/Südengland wohnen.	[1]	Nach/in England tc, ein Urlaub nach England Die Familie nach London machen
18	Sie wollten/wollen seit langem dort/ <u>in England</u> Urlaub machen/ direct lift	[1]	Sie wollten Urlaub machen tc
19	Um einen Lehreraustausch zu machen/um dort als Lehrer zu arbeiten.	[1]	Er ist Lehrer tc
20	Die Mutter/Patricks Mutter/seine Mutter Die/meine/seine Mutter hat kein Wort gesagt	[1]	
21	Sie möchte/könnte die (englische) Königin besuchen/sehen.	[1]	Schwester war sehr aufgeregt/hat Hurra gerufen tc
22	In der Schule hat sie einen neuen Freund./Sie wird ihren Freund vermissen. Sie will ihren Freund nicht verlassen.	[1]	
23	Die Schule gefällt ihm/Er kommt gut mit seinen Klassenkameraden aus. Er fidet die Schule gut. Ich habe keine Lust in eine englische Schule zu gehen.	[1]	Er kommt mit seinen Schulkameraden tc Er will auch nicht nach England
24	Er spricht nicht gut Englisch./Er wird die Lehrer nicht verstehen.	[1]	Er spricht kein Englisch Ich habe keine Lust in eine englische Schule zu gehen. Er hat keine Freunde in de englischen Schule.
25	Schuluniform (tragen) Krawatte (tragen) - but then do not credit for 26 Man muss Englisch sprechen – but do not credit if already credited for 24	[1]	
26	Krawatte (tragen)	[1]	Schuluniform tragen

**[Total: 10]**

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Zweiter Teil  
Zweite Aufgabe

Exercise 2 Question 27 Short essay

**NO WORD COUNT**

- **COMMUNICATION: 1 mark per item up to a maximum of 10**
- **ACCURACY: up to 5 marks according to grid**

**Communication**

**FOR COMMUNICATION BE TOLERANT OF VERBS/TENSES/SPELLING**

(for spelling, use rules in 1.5, look alike, sound alike, etc)

- Award marks flexibly across the tasks. **HOWEVER**, each of the 3 tasks, (a), (b), (c) must be covered to get the 10 communication marks.  
If 1 of (a), (b) or (c) is missing, the maximum communication mark is 9.  
If 2 of (a), (b) or (c) are missing, the maximum communication mark is 8 (and so on)
- **LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks**  
*Ich kaufe Kleidung, Schokolade und Geschenke. (1 verb = a list of 3 = 1 mark)*  
*Ich kaufe Kleidung. Ich gehe ins Kino. Ich mache einen Ausflug. (3 verbs = 3 marks)*
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**  
**IGNORE LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY**

Possible points candidates could make under the bullet points set out in the question

ACCEPT	REFUSE
(a)	Ich spende, when the candidate means I spend.
(b) extra money that they get (Ich verdiene kein Geld aber meine Oma gibt mir Geld) Misspelling: ich verdie (looks like)	Sentences with: ich verdiene when candidate clearly does not mean earn.
(c) credit <b>an attempt</b> at the past tense for communication  <b>e.g. Ich habe einen Rock kaufen</b>	

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**ACCURACY (based on relevant material)**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	Nothing accurate enough to be comprehensible.

**[Total: 15]**

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### SECTION 3

#### General Marking Principles

- Answers should be marked for communication. Tolerate inaccuracies provided the message is clear.
- At this stage (Section 3) we are looking for signs of genuine comprehension. As a general rule, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of just the required details does demonstrate comprehension and should be rewarded. See detailed mark scheme for guidance.
- Where extra material invalidates an answer, underline the material and place INV above it. Invalidation = 0.
- In general, do not accept incorrect German if the word given means something else in German.

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Dritter Teil  
Erste Aufgabe

Exercise 1 Questions 28–34

**1 Mark per question for True or False:** use a tick to indicate that the True/False is correct

**1 Mark for correcting False statement (28, 32, 34):** use a 1 to indicate that the correction is acceptable and a 0 to indicate it is unacceptable.

Add up the ticks and 1s to give the total mark out of 10.

- Candidate ticks/crosses RICHTIG and goes on to supply justification: award mark for RICHTIG if this is the correct answer; ignore any justification. If TRUE is not the correct answer, no marks are awarded.
- Candidate ticks neither RICHTIG nor FALSCH and supplies justification: assume candidate intended to tick FALSCH and proceed accordingly, eg 1 mark for ticking FALSCH if this is the correct answer and 1 mark for a correct justification.
- Candidate ticks FALSCH and provides no justification: award 1 mark for FALSCH if this is the correct answer; no further marks can be awarded
- Candidate ticks both boxes, with or without justification: no marks can be awarded (unless the candidate indicates that you should ignore one of the ticks in which case proceed according to the usual rules)
- Refuse mere negation (i.e. using *nicht*, *un-*, opposites unless they are in the text)

ACCEPT, Check Falsch is ticked		REFUSE MERE ADDITION OF NEGATIVE
28	Nein1 [1]	
	Sie hat (bei einem Hilfsprojekt in Nepal) gearbeitet. Sie hat in Nepal gewohnt/gelebt. [1]	Die Freundschaft begann vor 8 Jahren tc
29	Ja [1]	
30	Ja [1]	
31	Ja [1]	
32	Nein [1]	
	Sie war sehr traurig. [1]	lift of whole sentence: „Sechs Monate spatter ... traurig.“  War Sunita sehr traurig traurig tc
33	Ja [1]	

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<b>34</b> Nein	[1]	
<p>Um dort zu studieren or          /...weil sie gute Noten hatte.          /...weil sie einen Preis gewonnen hatte          /sie konnte umsonst in England studieren/musste          nichts          dafür bezahlen          Mehr Englisch studieren          Sie durfte im Ausland/ in England studieren          (Rewarded or further her studies)</p>		<p>lift of whole sentence (s): Sunita          schrieb, ... Preis gewonnen with          or without the subsequent          sentence          Dass sie sehr gute Noten in den          Abschluss-prüfungen hat          Sie wollte Louise besuchen tc</p>

**[Total: 10]**

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**Dritter Teil**  
**Zweite Aufgabe**

	ACCEPT		REFUSE
35	Nie/das war das erste(s) Fest Es ist das erste Mal./Es fand zum ersten Mal statt. Keinmal Das war zum ersten Mal.	[1]	Das Fest war zum ersten Mal statt. Dieses ist das erste Mal statt. Das erste Mal/ zum ersten Mal (statt) tc Das ist die erste Zeit
36	In der Zeitung/in deutschen und ausländischen Zeitungen/in Zeitungsartikeln Accept correct lifts	[1]	In Artikeln tc/im Internet/im Fernsehen Lift: Auch in vielen ausländischen Zeitungen konnte man Artikel darüber lesen.
37	Das Fest fand auf der Autobahn statt/Man feierte auf der Autobahn/ es war auf der Autobahn  Attempt at a finite verb required: Accept therefore: Man/sie gefeiert auf der Autobahn. Dass es direkt auf der Autobahn gefeiert wird weil die Autobahn den ganzen tag geschlossen ist.	[1]	Auf der Autobahn tc
38	Die Tischgruppen aufgebaut/die Tische auf die Autobahn gestellt/gebracht/aufgebaut Accept whole lift „Insgesamt...“	[1]	
39	Alle Aspekte des Alltags zu zeigen/feiern Um in aller Ruhe zu feiern. Sie wollten in aller Ruhe feiern.	[1]	Man feierte in aller Ruhe. Lift of whole sentence
40	(Waren) kaufen/verkaufen/Geld verdienen Also accept zu kaufen/zu verkaufen, even if zu is not required. Accept lift without the nämlich	[1]	Lift with <i>nämlich</i>
41	Any 2 of: Tanzen, Singen, Musik, Theater, Kunstwerk-/Fotoausstellungen (1 point each ) Tanzen/tanzen, singen/Singen Leute tanzten Kunstwerke, Fotos	[1] [1]	tanzten/sangen/musizierten tc lifted verbs without subject andere spielten Theater
42	Mit einem Fahrrad/Mit einem Fahrzeug ohne Motor Lift: Den Tischen... durften nur Fahrzeuge ohne Motor fahren.	[1]	mit Fahrzeugen mit Motor/ Autos und andere motorisierte Verkehrsmittel  poor lift: Der autobahn dürfen nur Fahrzeuge ohne Motor fahren.

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<b>43</b>	<p>Es gab mehr als 3 Millionen/viele Besucher or <u>Die Besucher/viel von den Besuchern</u> fragen (schon), wann das nächste Fest stattfindet.</p> <p>Die genaue Besucherzahl weiß man nicht, aber es heißt, dass mehr als 3 Millionen dabei waren.</p> <p>Tausende von Menschen nutzten die/diese (einmalige) Chance aus, auf der Autobahn radzufahren.</p> <p>Accept also : Tausende von Menschen ausnutzten...radzufahren.</p>	[1]	<p>Viele von ihnen fragen(schon), wann das nächste Fest stattfindet. tc – not clear then to whom the von ihnen refers</p> <p>Lift of complete sentences (viele von ihnen fragen ... , Die genaue Besucherzahl ... ) (dass) mehr als drei Mio dabei waren</p>
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**[Total: 10]**