

**MARK SCHEME for the May/June 2013 series**

**0525 GERMAN (FOREIGN LANGUAGE)**

**0525/42**

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 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.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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
Eg 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 140<sup>th</sup> 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 Questions 1 a) or 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 2013 the following list of words lifted **unchanged** from the rubric would not be rewarded with language ticks, even if misspelled:

#### Question 1(a)

REFUSE: *seit einem Monat gibt es ein neues Einkaufszentrum in der Stadt.*  
 REFUSE *über das Thema Einkaufen und Mode*  
 REFUSE: *seit einem Monat/in der Stadt*  
 REFUSE *(die Geschäfte)(im neuen Einkaufszentrum)*  
 REFUSE *ein neues Einkaufszentrum/das Einkaufszentrum/dieses(neue) Einkaufszentrum*  
 REFUSE *zum ersten Mal*

#### Question 1(b)

REFUSE: *Es gibt seit ein paar Wochen einen neuen Schüler/eine neue Schülerin*  
 REFUSE *seit ein paar Wochen/in der Schule*  
 REFUSE *einen neuen Schüler/eine neue Schülerin*  
 REFUSE *dieser Schüler/diese Schülerin*  
 REFUSE *wenn man neu in der Schule ist*  
 REFUSE *nächste Woche in der Schule*

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**Question 2**

REFUSE *letztes Jahr*

REFUSE *hat mitgebracht*

REFUSE *einen Hund als Geschenk*

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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) The historic present is not normally accepted (for **Communication or Language**).
- (f) If 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** **Marks for COMMUNICATION**

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

**Question 1 (a)**

- (a) Describe the shops in the new shopping centre** [1]

Accept any sentence which describes the shops/shopping centre.

- (b) Describe what you bought the first time you went to the shopping centre** [1]

Accept any sentence **in (an attempt at) the Past tense** which describes what the candidate bought on his/her first visit to the shopping centre.

- (c) Say what your friends think of the new shopping centre** [1]

Accept the use of any verb which expresses an opinion on the shopping centre. Allow the opinion to be that of friends or family members. Accept singular or plural friend(s)/family member(s).

- (d) Explain when you will visit the shopping centre again** [1]

Allow attempt of *ich möchte/ich will/ich werde...+infinitive* for Future time frame. Also accept the use of the Present Tense with a Future time phrase (*eg Nächste Woche gehe ich....*) to indicate Future time frame.

- (e) Explain why fashion is/is not important to you** [1]

Accept any sentence expressing a reason as to why fashion is/is not important. Also accept use of adjectives/descriptions as reasons.

**Question 1 (b)**

- (a) Say when the new pupil arrived in your class** [1]

Accept any sentence in **(an attempt at) the Past tense**, stating when the pupil arrived in class. Also allow the use of **seit**+present tense to explain the past arrival. Accept any past time phrase (*eg gestern/letzte Woche etc*) to explain when the pupil arrived.

- (b) Describe him/her** [1]

Accept any sentence describing the appearance or character of the new pupil. Allow the use of verbs expressing opinions/likes/dislikes with regard to the new pupil.

- (c) Explain why it is difficult being new at school** [1]

Accept any sentence expressing a reason as to why it is difficult being new at school. Also accept use of adjectives/descriptions given as reasons.

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**(d) Describe what you will do in school next week [1]**

Accept the use of any verb in the Future which gives a (sensible) activity. Allow attempt of *ich möchte/ich will/ich werde...+infinitive* for Future time frame.

Also accept the use of the Present Tense with a Future time phrase (eg *Nächste Woche gehe ich....*) to indicate Future time frame.

Insist that there is some reference to school in the answer given and ensure that the candidate is involved in the activity.

**(e) Ask your friend to describe his schoolfriends [1]**

Accept any QUESTION which the candidate asks with regard to the friend's schoolfriend/schoolfriends (allow singular or plural reference).

**[TOTAL: 5 for COMMUNICATION]**

**QUESTION 2**

Candidates are awarded 1 mark, up to a maximum of 5 marks, for each **COMMUNICATION** point relevant to the development of the storyline in an appropriate tense.

The story should be told mainly in the Past Tense, as clearly indicated by 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.

NB: **BOTH** Communication points must be covered in order to gain all 5 Communication marks. If one of the 2 points is not covered, then the maximum number of Communication Marks available is 4.

**Question 2:**

*At your birthday party celebrations last year, your best friend brought you a dog as a gift.*

*Describe:*

**(a) How you reacted when you received the dog as a gift (maximum of 2 Communication marks)**

Accept emotions/reactions and award a Communication mark for each new emotion/reaction given.

**(b) What happened afterwards (maximum of 4 Communication marks)**

Communication Marks are awarded for each statement given in the Past Tense. Any 4 events can be awarded. NB: they do NOT have to be specific activities which the candidate did. Marks can also be given for the description of relevant events/information which allows the story to unfold/develop.

**[TOTAL: 5 for COMMUNICATION]**

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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, correct word order, etc as per the details in this markscheme.

### 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; *der Rucksack* = 1 tick; *mörge* = 1 tick;

However, where ambiguity is created, the tick cannot be allowed.

Eg *mochte* instead of *möchte*, *wurde* instead of *würde*, *hatte* instead of *hätte*

For comparative/ superlative adjectives umlauts need to be correct to score the extra tick, see p13.

For a plural noun to be awarded 2 ticks for correct plural spelling, the umlaut must be included, if this is required, eg *die Äpfel*, see p12

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



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### Proper nouns

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

Eg *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 I.3.

### 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 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.

If the letter has a series of introductory phrases at the start, a maximum of **2 ticks** can be given (**one tick for each such phrase**): eg *Wie geht's?* *Danke für deinen Brief!* etc.

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

If the letter has a series of valedictory phrases at the end, a maximum of **2 ticks** can be given (**one tick for each such phrase**): eg *Ich hoffe bald von dir zu hören!* *Schreib bald!* etc.

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 (accept *Ich* but deduct 1 for Impression). 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? [2]

Sind sie Herr Schmidt? [0]

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**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]

**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 gemitmacht [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]

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## 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 wasché <sup>✓</sup> <sup>✓</sup> 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). However, if *zu* is incorrectly added or omitted, do not credit the infinitive.

Ich kánn <sup>✓</sup> gut spíelen <sup>✓</sup> [2]

Wir móchte <sup>✓</sup> kommen [1]

Ich kómme, <sup>✓</sup> <sup>✓</sup> um zu spíelen <sup>✓</sup> [3]

Ich kánn <sup>✓</sup> spielen gut [1]

Ohné <sup>✓</sup> <sup>✓</sup> einen Augenblick zu <sup>✓</sup> verlieren [3]

Ich <sup>✓</sup> <sup>✓</sup> versuche, <sup>✓</sup> <sup>✓</sup> fit zu <sup>✓</sup> <sup>✓</sup> bleiben [4]

Ich móchte <sup>✓</sup> zu studieren [1]

## 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.

Wer <sup>✓</sup> <sup>✓</sup> bist du? [2]

Wann du <sup>✓</sup> kommst? [1]

Kommst <sup>✓</sup> <sup>✓</sup> du? [2]

## B NOUNS

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

Der <sup>✓</sup> Mann <sup>✓</sup> kommt [2]

Der <sup>✓</sup> mann <sup>✓</sup> kommt [1]

Die <sup>✓</sup> Mann <sup>✓</sup> kommt [1]

Ich <sup>✓</sup> <sup>✓</sup> sehe <sup>✓</sup> <sup>✓</sup> den Mann [2]

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Mein Hund kommt	[2]
Meine Hund kommt	[1]
Dieser Hund kommt	[2]
Eine Katze kommt	[2]
Eines Tages	[1]
Er hilft seiner Mutter	[2]

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

Er ist Briefträger	[2]
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*NB: If article should be omitted but is given, no tick is credited*

Er ist ein Briefträger	[1]
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- 2 Plural nouns:** Award 2 ticks for the correct plural form (including correct gender, case and umlaut where needed). No tick is awarded for a plural noun that is not correct.

Die Kinder schlafen.	[3]
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Die Kindern schlafen.	[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 Tisch. Er ist groß.	[5]
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Das ist mein Tisch. Es ist groß.	[4]
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Das ist meine Mutter. Sie ist alt.	[4]
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Do not credit use of es/das

Ich finde das/es toll.	[2]
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All other pronouns are awarded a tick.

Ich sehe ihn.	[2]
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## 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. *Gut* is not credited

Der jünge Mann [2]

Ein junger Mann [2]

Er hilft der alten Frau [3]

letzte Woche [2]

jede Woche [2]

*(BUT NB: jeden Tag = common phrase and has one tick, see p15)*

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. (use of *mich* incorrect here, hence comparison incorrect) [3]

Du bist so jung als ich [2]

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

## E PREPOSITIONS

An appropriate preposition is awarded a tick (*though see exceptions to this below and in Section I: Miscellaneous Matters*)

mit dem Bus [2]

mit der Bus [1]

auf dem Bus [1]

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mit den Bussen	[3]
mit den gelben Bussen	[4]
mit Hilfe	[2]
mit Freunden	[3]
für die Kinder	[3]
in Frankreich	[2]
in September	[1]
im September	[2]

**NB: A few very common phrases that use prepositions will be credited with one tick only. They are as follows:**

nach Hause	[1]
zu Hause	[1]
zu Fuß	[1]
zum Beispiel	[1]
zum Schluss	[1]
am Montag/am Samstag, etc	[1]
am Wochenende	[1]
am Abend/am Morgen/am Tag	[1]
pro Woche/pro Monat etc	[1]
in Ordnung	[1]
am liebsten/am besten/am meisten	[1]

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## 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]

Ich spiele nicht gern. [2]

Here *nicht* is treated as part of the adverbial phrase.

Ich spiele am liebsten [2]

## G Negatives

- 1 The use of *nicht* may be credited with one tick, when correctly used and correctly positioned in the sentence and when used with a verb that is correct.

Ich spiele nicht [2]

Ich spielen nicht [0]

Ich nicht spiele [1]

NB: Exception: Ich spiele nicht gern. [2]

Here *nicht* is treated as part of the adverbial phrase.

### 2 Use of *kein*

A tick is awarded for correct use of *kein*

Ich habe keinen Hund. [3]

Er hat kein Hund. [1]

- 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]

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## 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:

Oft gehe ich [3]

Oft ich gehe [2]

Oft 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]

Er hat mir sein Geschenk gegeben (pronoun before noun) [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 (2 of the 3 elements is sufficient)

Ich trinke zu Mittag schnell im Gasthaus ein Glas Bier	[9]
Ich trinke ein Glas Bier im Gasthaus zu Mittag schnell	[8]
Ich fahre mit dem Bus zur Schule	[6]

## 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* / *alle* 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]
um halb zehn	[2]

### 3 Dates

Months 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 Units and prices

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

1m<sup>80</sup> / 1 Meter<sup>80</sup> / ein Meter<sup>achtzig</sup> [1]

€6,80<sup>80</sup> / 6, 80 Euro<sup>80</sup> / sechs Euro<sup>achtzig</sup> [1]

#### 5 Interjections/Common phrases

These are credited individually with one tick

nicht wahr/<sup>vielleicht</sup>/oder / bitte /wohl/ danke/ danke schön/<sup>vielen</sup> Dank/ [1]

ein bisschen/ein paar [1]

nach Hause/<sup>zu</sup> Hause/<sup>zu</sup> Fuß/am Samstag/am Wochenende/am Abend/am Tag [1]

am Morgen/pro Monat/pro Woche/jeden Tag [1]

zum Beispiel/zum Schluss [1]

am besten/am liebsten/in Ordnung/am meisten [1]

und so weiter [1]

BUT: Ja/Nein – no tick given

#### 6 Greetings/Expletives

These are credited individually with one tick:

Guten Tag!/Hallo!/Auf Wiedersehen!/Tschüß/Mein Gott!/Gott sei Dank! [1]

#### 7 Proverbs

A maximum of 2 ticks may be awarded for a proverb that is appropriately expressed [2]

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## **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.
- 4** In the case of immediate repetition of an identical item, such as '*Danke, Danke*' or '*Hilfe! Hilfe!*', reward the first instance

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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 (eg Du instead of Sie in a formal letter), or repeated use of incorrect verb forms (eg the use of the infinitive in place of a finite verb), etc.