



## Cambridge IGCSE™ (9–1)

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GERMAN

7159/22

Paper 2 Reading

October/November 2020

MARK SCHEME

Maximum Mark: 45

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**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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **19** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**1 The Standardisation process****Before the Standardisation Team Meeting (STM)**

As scripts arrive in Cambridge International from centres they will be sent to a scanning bureau so that they can be made available in RM Assessor. Scripts should be available in RM Assessor 9 working days after the date when the paper was taken by candidates. At this point, Examiners will be able to start ‘browsing’ and/or provisional marking.

**‘Browsing’ (for Assistant Examiners who are not attending an STM)**

If you are an Assistant Examiner who is not attending a Standardisation Team Meeting, ‘browsing’ involves you looking at (but not marking) scripts in RM Assessor and then submitting your queries about answers not covered by the Provisional Mark Scheme. The Standardisation Team will take your queries into account when they finalise the Mark Scheme. Your input is important because a comprehensive Mark Scheme will result in more reliable marking. Instructions on how to ‘browse’ are provided in the RM Assessor user guide.

**Provisional marking (members of the Standardisation Team only)**

As part of their ‘browsing’, members of the Standardisation Team are required to provisionally mark a number of scripts ahead of the Standardisation Team Meeting. Instructions are provided in the RM Assessor user guide (STM version).

**The Standardisation Team Meeting**

The Standardisation Team meets to finalise the Mark Scheme and agree the marks for those scripts that will be used to standardise the marking team (Practice and Standardisation scripts) and monitor the marking (Seeding scripts).

## The Final Mark Scheme

The Final Mark Scheme will be made available on the RM Support Portal after the STM Meeting but it can take a couple of days to appear there. It will also be circulated by email. Once you receive the Final Mark Scheme you will be able to start work on the Practice and Standardisation scripts (see the RM Assessor user guide for details). You must not start work on your Practice scripts until you have received the Final Mark Scheme.

### Practice scripts

Practice scripts are designed to familiarise you with the question paper and the Mark Scheme. They may contain common incorrect or unexpected answers. There may be guidance notes attached to a page which you should read carefully.

### Standardisation scripts

Once you have marked any Practice scripts, and have consulted your Team Leader (TL) re any queries you have about the Final Mark Scheme, you will be able to download your Standardisation scripts. (These are the equivalent of a co-ordination sample.) You should mark them carefully according to the Final Mark Scheme and guidance provided. Your Principal Examiner (PE) or TL will check your marking of the standardisation scripts and will provide feedback. If the PE/TL is satisfied with your marking, you will be authorised to start live marking. Alternatively, you may be asked to mark further standardisation scripts.

**You must complete the standardisation process before beginning your live marking for the component.**

### Seeding scripts

Seeding scripts enable your PE/TL to monitor your marking throughout the marking period. During the course of marking, according to a pre-determined rate of frequency, you will receive regular seeded scripts to mark. These scripts will already have been given a definitive mark by a Standardisation Team. Your PE/TL will be able to check your marking against the definitive marks for the script and s/he may provide feedback to you.

### Additional objects

Occasionally you may come across a script with an 'additional object' attached to it. This may be a word-processed document (where the candidate has applied for special arrangements for the exam). You **must** read all of the 'additional object' as well as the question paper booklet to ensure that the entire candidate response has been seen and marked. Where you consider an answer is incomplete, please look for any additional writing on facing pages and on blank pages.

### Blank pages

Using the annotation tool, you **must** tick the bottom of each blank page included at the end of the script to confirm that all pages of the booklet have been read and any additional material there has been noted (and marked where appropriate).

**2 General Marking Notes**

## 2.1 Annotation of scripts in RM Assessor:

<b>SECTION 1</b>	<b>Exercise 1</b>	A mark out of 1 is entered for each question in the mark input box. DO NOT ANNOTATE SCRIPT.
	<b>Exercise 2</b>	A mark out of 1 is entered for each question in the mark input box. DO NOT ANNOTATE SCRIPT.
	<b>Exercise 3</b>	A mark out of 1 is entered for each question in the mark input box. DO NOT ANNOTATE SCRIPT.
<b>SECTION 2</b>	<b>Exercise 1</b>	A mark out of 1 is entered for each question in the mark input box. DO NOT ANNOTATE SCRIPT.
	<b>Exercise 2</b>	A mark out of 1 is entered for each question or sub-question in the mark input box.  FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD.

<b>SECTION 3</b>	<b>Exercise 1</b>	<p><b>First award marks for the True/False element and then award marks for the justification of the False statements:</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>True/False element:</b> all 5 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.</p> <ul style="list-style-type: none"> <li>• <b>If neither True nor False is ‘ticked’ for a question, enter N/R (no response)</b></li> <li>• <b>If both True and False are ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), enter 0</b></li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Justification for false statements:</b> only the 3 False statements appear on screen.</p> <ul style="list-style-type: none"> <li>• <b><u>If the candidate correctly identified the statement as False, mark the justification and enter the mark</u></b></li> <li>• <b>If True is ‘ticked’, award N/R (or 0 if justification is provided)</b></li> <li>• <b>If True and False are <u>both</u> ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), award 0 (ignore any justification)</b></li> <li>• <b>If <u>neither True nor False</u> is ‘ticked’, <u>mark justification and enter mark (no mark awarded for True/False element)</u></b></li> </ul> </div> <p>FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD.</p>
	<b>Exercise 2</b>	<p>A mark out of 1 is entered for each question or sub-question in the mark input box. FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD.</p>

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- 2.2** Standardisation scripts: to be marked **and submitted** in the next 2 or 3 days. Your Team Leader will get in touch by phone or RM Assessor messaging system to provide feedback. Although you will be able to download about 20 live scripts once you have submitted your Standardisation scripts, **you will not be able to submit marks for these scripts or download further scripts until your Team Leader has approved your marking.**
- 2.3** Batch 1: 40% of your scripts to be marked by the date stipulated.
- 2.4** Batch 2: all scripts to be marked by the date stipulated.
- 2.5 Target: you will be set a target number of scripts to mark in RM Assessor. If a large Centre withdraws or scripts go missing in the post, you may not be able to reach your target.**
- 2.6** Please send your Assistant Examiner report to your Team Leader by email by the Batch 1 deadline.
- 2.7** Once the marking ‘for real’ starts, RM Assessor depends on your Team Leader being able to constantly monitor your marking and feed back to you about marking errors and misinterpretations of the Mark Scheme so that you can take corrective action. You must not mark more than 50 scripts per day. You should aim to mark some scripts every day or every couple of days. One aspect of the Team Leader’s job is to monitor the progress of your marking and s/he will be concerned if there is no activity and will contact you about it. You should therefore keep your Team Leader informed if for any reason you will not be marking for a few days.

**3 General Marking Principles**

- 3.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 4. 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 4 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 (3.5(b)), but if the candidate has produced an answer that is another word in the target language they will not score (3.6).

**3.2 Crossing out:**

<b>(a)</b>	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>(b)</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.

**PUBLISHED****3.3 More than the stipulated number of boxes ticked/crossed by the candidate:**

<b>(a)</b>	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>(b)</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.
<b>(c)</b>	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.
<b>(d)</b>	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 explicit indication from the candidate as to which is his/her final answer.

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

<b>(a)</b>	Both correct answers on line 1 and line 2 blank = 2
<b>(b)</b>	Both correct answers on line 1 and line 2 wrong = 1(or vice-versa)

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**3.5** Answers requiring the use of German (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

<b>(a)</b>	'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
<b>(b)</b>	Look-alike test: does what the candidate has written look like the correct answer?
<b>(c)</b>	Accept incorrect gender or person unless Mark Scheme specifies otherwise.
<b>(d)</b>	Accept incorrect possessive adjectives, e.g. <i>mein, dein, sein</i> , etc., unless Mark Scheme specifies otherwise.
<b>(e)</b>	Accept incorrect tense unless Mark Scheme specifies otherwise.
<b>(f)</b>	Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
<b>(g)</b>	Tolerate incorrect use of infinitive unless Mark Scheme specifies otherwise.

**3.6** 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 3.5 above).

**3.7** Annotation used in the Mark Scheme:

<b>(a)</b>	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>(b)</b>	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
<b>(c)</b>	HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
<b>(d)</b>	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

**3.8** No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

**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.

**3.9 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 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:

<b>(a)</b>	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>(b)</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 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
<b>(c)</b>	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
<b>(d)</b>	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
<b>(e)</b>	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

**4 Detailed Mark Scheme****Section 1 Exercise 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
1	B	1	
2	D	1	
3	C	1	
4	A	1	
5	D	1	

**Section 1 Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
6	C	1	
7	D	1	
8	B	1	
9	F	1	
10	A	1	

**Section 1 Exercise 3**

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

**Section 2 Exercise 1**

Question	Answer	Marks	Guidance
16	Büro	1	
17	E-Mails	1	
18	erkennt	1	
19	mittags	1	
20	organisiert	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 3: GENERAL MARKING PRINCIPLES.
- **Accept** *er* instead of *sie* etc and incorrect possessive pronouns.
- **Accept** wrong genders throughout

Question	Answer	Marks	Guidance
21	Letzten Monat	1	
22	Either: Sie war vor vier Jahren Fremdsprachenassistentin dort Or: Frau Thomas dachte, es wäre schön für ihre Schüler, dieses Land auch kennenzulernen.	1	
23	Nach Zürich	1	
24	Either: 4 Stunden Or: länger als der Flug	1	
25	Damit sie viel Deutsch sprechen mussten.	1	
26	Either: So dass die Gäste sie verstehen konnten Or: weil sie sympathisch waren	1	
27	Either: einen Stadtrundgang gemacht Or: den Dom/ das Landesmuseum besucht	1	
28	Either: Sie/ Alle haben viele Fotos gemacht Or: Sie haben sie faszinierend gefunden	1	Do NOT accept: faszinierend TC
29	Weil die deutsche Sprache in Liechtenstein anders (als im Deutschunterricht) ist	1	

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Question	Answer	Marks	Guidance
30	Either: Viel über die Geschichte des Landes gelernt Or: ihr Deutsch verbessert/ mehr Deutsch gelernt	1	

**NB 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)**

**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 General Marking Principles, Section 3.10.

**In this section, take into account the whole of the candidate’s answer. We are still applying the sound-alike rule (e.g. *sparen* = *schparen*).**

**READ SECTION 3: GENERAL MARKING PRINCIPLES**

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

**Refuse direct speech however it is presented.**

**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.**

**True/False element:** all 5 statements appear on screen. Enter mark as appropriate for correct identification of each statement as True or False.

- **If neither True nor False is ‘ticked’ for a question, enter N/R (no response).**
- **If both True and False are ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), enter 0.**

**Justification for false statements:** only the 3 False statements appear on screen.

- **If the candidate correctly identified the statement as False, mark the justification and enter the mark**
- **If True is ‘ticked’, award N/R (or 0 if justification is provided)**
- **If True and False are both ‘ticked’ (and there is no clarification of candidate’s ‘final’ answer), award 0 (ignore any justification)**
- **If neither True nor False is ‘ticked’, mark justification and enter mark (no mark awarded for True/False element)**

Question	Answer	Marks	Guidance												
<table border="1"> <tr> <td><b>TRUE</b></td> <td><b>FALSE</b></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	<b>TRUE</b>	<b>FALSE</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>TRUE</b>	<b>FALSE</b>														
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<input type="checkbox"/>	<input checked="" type="checkbox"/>														
31	✓	1	See grid above for marking True/False element												
32	X	1	See grid above for marking True/False element												
33	X	1	See grid above for marking True/False element												
34	✓	1	See grid above for marking True/False element												
35	X	1	See grid above for marking True/False element												

**JUSTIFICATION****ACCEPT: wrong genders throughout****IN EACH CASE, CHECK FAUX IS TICKED**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
32	Er fühlt sich total integriert. Er hat jetzt viele Freunde.	<b>1</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>
33	Either: in der Grundschule fand er Naturwissenschaften langweilig Or: Sein Chemielehrer (in der Luisenhof Schule) hat Jens' Interesse an Naturwissenschaften geweckt	<b>1</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>
35	Sie hat ihre Kunstlehrerin gewählt	<b>1</b>	<b>REFUSE MERE ADDITION OF NEGATIVE</b>

**Section 3 Exercise 2****ACCEPT: wrong genders throughout**

Question	Answer	Marks	Guidance
36	(seit) 8 Jahre(n)	1	Refuse VOR acht Jahren
37	Weil es immer weniger Insekten und Vögel gibt.	1	Refuse sentence beginning with 'dass'
38	Die Kühe melken	1	
39	(Sie fahren) mit dem Schulbus.	1	
40	Weil glückliche Tiere gesünder sind.	1	
41	Der Fluß hat (zweimal) seine Felder überschwemmt.	1	Refuse complete lift of sentence, even with corrected possessive adjective
42	Wir werden keine Zukunft haben.	1	

**NB 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)**

**TICK BLANK PAGES**