

# GERMAN

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<p>Paper 0525/12 Listening</p>
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## Key messages

Candidates were required to show understanding of the five topic areas of the syllabus. **Section 1** tested their ability to recognise items of familiar vocabulary in simple dialogues. In **Section 2** they were required to identify main points and details and also simple attitudes and opinions. In the final section they were expected to extract the main points, details, viewpoints and ideas in longer, more complex conversations or interviews, and also write more answers in German.

## General comments

Those candidates who had a good knowledge of the basic topic vocabulary were able to gain good marks in the first section. Gaining a grasp of the wider context and also understanding question words was increasingly important towards the end of the examination.

## Comments on specific questions

### **Section 1**

#### **Task 1**

Vocabulary items tested were places in town, daily activities, furniture, family, numbers, leisure activities and venues. Those who had mastered this vocabulary were able to get full marks here. Some candidates were not familiar with the word for armchairs for **Question 3** or the word *Hallenbad* for **Question 8**. Some candidates did not correctly identify the correct storey of the building (*im zweiten Stock*) for **Question 4**.

#### **Task 2**

This task required candidates to identify correct vocabulary within a longer passage about life on a house boat and many were able to do this well. Vocabulary items were: *Fluss, Brot* (which some confused with *Boot*), *Vögel, Wasser, springen, Kartoffeln, duschen* and numbers. One non-multiple choice answer required the number 11, which those candidates who realised a number was required coped with well, and the other the word *Brot*, which also mostly gained the mark despite the umlaut that many thought it needed.

### **Section 2**

#### **Task 1**

For **Question 16** candidates listened to four young people talking about their friends. Many candidates clearly found the topic accessible and gained 4 marks or more on this task. Most candidates put the correct number of ticks (6). Others needed to read the rubric carefully to ensure they did not put too few or too many ticks.

#### **Task 2**

Candidates heard two young people talking about camping holidays. The first interview was with a girl who enjoys camping in the wild and the second with a boy who goes to camp sites with his family. Writing answers in German was found to be more challenging for some but the required answers were very short. Identifying and transcribing correctly the correct words was the skill required for **Questions 17 – 21**. There were occasional problems with *Wind* and *wild* and some candidates found *Norwegen* difficult. Those who

recognised the word *sympathisch* usually gained the mark even if spelling was not always accurate. For **Question 21**, *spielen Gitarre* did not get the mark because of the word *alle* in the question.

In the second interview the word *teuer* was sometimes not clearly enough written in candidates' answers and there was sometimes confusion between *frei*, *Freizeit* and *Freiheit*. The fact that campsites are clean and have showers does not make them different to hotels so this did not warrant a mark. Candidates who did not know the word *Strand* sometimes confused it with *Stadt*.

### **Section 3**

#### **Task 1**

There was a wide spread of marks in this multiple-choice task about a village shop. In this section candidates can expect that there will be several plausible distractors. **Question 27** was the one that most candidates answered correctly.

#### **Task 2**

Benni's experience at school was the subject of this last task. Attention to question words is very important here. *Wer* is perhaps the most commonly misunderstood question word, appearing in **Question 32** and also **Question 36**. In **Question 37** some candidates wrote 4000 rather than 400 and many did not mention that it was Euros. However, the last two answers often demonstrated understanding despite some difficulty spelling *Krawatte*.

# GERMAN

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Paper 0525/22  
Reading

## Key message

In **Section 1** the candidate needs to understand simple messages, signs advertisements and a short text all dealing with everyday life.

In **Section 2, Exercise 1** the candidate needs to demonstrate understanding of a short text, by filling in gaps in five statements about it. The five words are selected from ten, which are provided.

In **Exercise 2** the candidate is required to locate information in a straightforward passage. Text rephrasing is not required, but the answer should be unambiguous. The topics of these Exercises relate to everyday life.

In **Section 3** the candidate is asked to respond to Questions requiring both gist and detailed understanding. Whilst selective lifting may be appropriate to answer some Questions, mere location and transcription indicating vague understanding is not. **Exercise 1** requires candidates to decide whether statements are true or false and to justify the false ones. In **Section 2** the candidate is required to answer open questions.

## General observations

The Paper was tackled very well by many of the candidates. In some cases poor handwriting and crossing out made the tasks difficult to read and candidates should be aware that this may be to their disadvantage.

### **Question 1 – 5**

Some candidates selected incorrect answers in this initial **Exercise**, mainly because some basic vocabulary seemed unknown.

**Question 1** *Mütze*, **Question 3** the time, **Question 4** *Sparkasse/wechseln* and **Question 5** *Geige* all proved problematic.

### **Question 6 – 10**

Most candidates had no problems at all with this second **Exercise**, and many scored full marks.

### **Question 11 – 15**

With the exception of **Question 11**, this **Exercise** was handled well by most candidates. Many candidates did not seem familiar with the word *Sonnabend*, and consequently selected an incorrect answer.

### **Question 16 – 20**

Most candidates seemed to understand the concept of looking for the right part of speech and then the appropriate alternatives. Those who did not relied on guesswork. Just one or two candidates decided that they did not like the words on offer and added their own variations. If answers were mixed up, then these tended to be **Questions 18 – 20**, where *klingselt* was used in **Question 18**, *Restaurant* in **Question 19**, and *stressig* in **Question 20**.

### **Question 21 – 30**

This element of the **ZweiterTeil** was typically approached in a very straightforward manner. Most candidates scored well on this **Exercise**. Some answers were incomplete, and so could not be credited e.g. **Question**

**22** Sie war Fremdsprachenassistentin vor vier Jahren and did not mention where. Some used *für* instead of *vor*, and this response was not credited.

**Question 28** caused a few problems, as many candidates did not fully understand that *faszinierend* meant fascinating and seemed to understand it as fascinated and provided it as a one-word answer which did not make sense as a response.

In answer to **Question 30** some mentioned only that the group learnt history and provided no further details, which was deemed insufficient to be credited.

### Question 31 – 35

The true/false part of this exercise was done well by many candidates, and some scored full marks. Some may not have understood *stattfinden* in **Question 31** as this was sometimes deemed to be false. The justification for the three false statements proved complicated for a significant number of candidates. In **Question 32** many candidates lifted a section about Sergei's background or wrote that the teacher had been very helpful without mentioning the impact of this help. In **Question 33** some candidates wrote responses in which they seemed to confuse which school and which teacher had stimulated Jens' interest in the subject. In **Question 35** candidates sometimes lifted the comment that Kristina was not good at maths, which did not correct the statement appropriately. Others wrote about choosing a *Künstlerin* rather the *Kunstlehrerin* which was ambiguous and was therefore not credited.

Although there were many good responses to **Questions** in this **Exercise**, some candidates would be well advised to look more closely at the **Question**, so that they provide the information requested. Some candidates gave the wrong information, i.e. facts which were in the text but did not answer the **Question**, suggesting they had not really understood the question words or had not focused on them.

Candidates are reminded that at this stage of the Examination, indiscriminate lifting is unlikely to demonstrate the required indication of genuine comprehension. Lifts of whole sentences nearly always result in invalid material.

### Question 36 – 42

In **Questions 36** a significant number of candidates referred to Ulli's wife having lived on the farm *vor acht Jahre(n)*. The inclusion of *vor* meant that the answer could not be credited. For **Question 37** an answer beginning *dass* did not answer the **Question** and so was not awarded a mark.

**Questions 38 – 40** were answered well by most candidates.

In **Question 41** a notable number of candidates did not make any mention that it was the river that had flooded the fields, and wrote simply of the rain itself flooding them.

In **Question 42** some candidates answered appropriately, but it would appear that some did not understand either the **Question** or the word *Zukunft*, and so lifted a chunk from the end of the text. Some others did not seem to understand that Ulli was referring to everyone's future, and wrote of Ulli's family or farmers.

**Paper 0525/03**  
**Speaking**

**General comments/Key messages**

Please read these comments in conjunction with the Teachers' Notes for November 2020.

Most centres conducted the Speaking Test well and most Examiners enabled their candidates to achieve their potential.

**Role Plays:**

The role plays were mostly managed very well by Examiners and candidates, and there was no appreciable difference in the level of difficulty between the three role-plays at each level. Performances also confirmed that the role-plays in **Section A** were less demanding than those in **Section B**, as intended. Although the role plays are not timed, they should not last more than 5 minutes. Where Examiners were well prepared and candidates familiar with the task in hand, role plays took an average of 3–4 minutes.

Should a candidate miss out a task or misunderstand a prompt, the Examiner should try and guide the candidate back to the task in a natural way by repeating or rephrasing the question. It is essential not to change the role play tasks or elaborate and expand on them as this clearly does not benefit the candidates. There are no marks for adding extra lines. When a verb is required in response to a task, it must be correct for a mark of 3 to be appropriate. Whenever there are two parts to a task, the maximum mark awarded is 1 if only one task is attempted or completed.

**Comments on specific questions**

***Section A: Role Plays***

**Specific comments on the Role Plays:**

**A1 (Page 16, cards 1, 2, 3)**

This role play proved fairly straightforward and, for the large majority of candidates, caused very few problems. Most candidates used '*Ich möchte*' or '*Ich will*' successfully in K1(ii) and K3.

For K4, '*Vegetarier*' was quite frequently mispronounced, and in some cases the mispronunciation made the meaning unclear.

**A2 (Page 17, cards 4, 5, 6)**

This role play was managed well by most candidates who followed the instructions on their card. Answers such as '*um 6 Uhr*' for K4 were not acceptable, as the answer elicited on the card was that the candidate could be ready in 20 minutes. Also, in K5, '*Sollen Sie Schwimmsachen mitbringen*' changed the intention of the question and thus could not be awarded full marks.

**A3 (Page 18, cards 7, 8, 9)**

This role play proved fairly straightforward and was completed successfully by a large number of candidates. Several candidates answered in K4: '*Ich möchte morgen Nachmittag buchen*', which changed the message the candidates were supposed to give. Some candidates find it difficult to formulate questions, and therefore K5 proved to be a challenge for some candidates (the same point applies to all three B role-plays with regard to K5).

## Role Plays B

These tasks require the ability to use a range of time frames, to give explanations and justifications and a reaction. It is assumed that candidates are aware of the *Sie* form of address. It is advisable for the Examiner to make a clear pause in the middle of any two-part questions, otherwise the candidate may fail to react.

### B1 (Page 19, cards 1, 4, 7)

In K4 '*zwei Dinge*' in the question required the use of two different activities, usually with the use of two different verbs, in order to get the full 3 marks.

In K5, several candidates had difficulty both with forming the actual question and with expressing the idea of where or in what kind of firm the '*Austauschpartner*' would like to complete his/her work experience. Some candidates used the formal address '*Sie*' in this question, despite the instruction that this role-play takes place between exchange partners.

### B2 (Page 20, cards 2, 5, 8)

In this role play (as well as the two other role plays in **Section B**) candidates did well in formulating their past tenses. Here also, formulating the question in K5 proved more challenging. For K3, 3 marks could be awarded for a one-word or brief answer, provided that it was correct and appropriate, such as '*oft*' or '*jeden Tag*'.

### B3 (Page 21, cards 3, 6, 9)

This role play proved very accessible for most candidates. Some candidates had difficulty in K1 saying that they liked healthy food. Giving examples of healthy food such as '*viel Obst und Gemüse*' was acceptable. For K2, 3 marks could be awarded for a one-word or brief answer, provided that it was correct and appropriate, such as '*Schokolade*'.

Forming the question in K5 proved the biggest challenge in this task, especially as several candidates got the pronoun wrong, asking '*Wo kann er/sie in der Stadt Volleyball spielen?*'

## Section B: Conversations

In both the Topic and General Conversations, Examiners should ask questions which elicit more extended answers. Asking questions which require short answers can lead to answers which are purely factual and often do not give relevant opportunities for expressing ideas, opinions and justifications. It is also essential not to ask for points of general knowledge or to ask questions which are outside of the candidate's own experience.

In this part of the exam, most Examiners asked appropriate questions and most conversations were spontaneous. Many candidates' answers contained explanations, justifications of opinions and a wide range of language and structures. A question technique which required the candidates to just give a series of (sometimes unconnected) short answers is not a good strategy for achieving high marks.

Most Examiners asked questions in **both** conversations to elicit responses in **both** past and future tenses. When candidates did not form correct past/future constructions initially, most Examiners continued to rephrase questions until they were satisfied that the candidate had done the best they could.

Most centres kept to the stipulated timings, which are approximately 5 minutes for each of the conversations. The timing for the Topic Conversation includes a Presentation lasting a maximum of two minutes. If the presentation goes over two minutes, it is important to intervene and start asking questions. Assessment for each conversation stops after 7 minutes. On the other hand, if the conversations are much too short, the mark for Communication is unlikely to be high.

Unfortunately, there were a small number of Examiners who did not indicate a transition from the Topic Conversation to the General Conversation, which makes it difficult to award marks separately for the two different conversations.

## **Topic Presentation/Conversation**

The choice of topic for the Topic Presentation was mostly appropriate and most candidates showed a genuine interest in what they were presenting. It is helpful if candidates start their presentation by saying what their chosen topic is. It is recommended that candidates choose a specific aspect of a topic such as 'My favourite hobby' rather than the general topic of 'hobbies'. This is to ensure that the Examiner has enough scope for the questions that follow. In a small number of centres where topics were too general, the Examiner had the difficult task of finding questions which focused on the candidate's chosen topic.

It is important that the Topic Conversation does not sound rehearsed and fewer centres than in previous years seemed to have over-prepared their candidates for this section. The conversation should sound natural and a listener should not perceive a lack of spontaneity.

Many candidates gained Language marks for producing correct past and future tenses.

## **General conversation**

Candidates should be encouraged to link their ideas in a logical progression and develop their answers, with a view to using more complex language and structures. In some centres, too many topics were covered too superficially. Covering fewer topics in depth helps to create more developed conversations than frequent changes of topic. Most centres focused on 2 or 3 topics in depth, which meant that candidates gave more detailed answers and opinions, often well backed up with justifications. It is also advisable that questions requiring answers in past and future tenses are asked near the start of the conversation to allow the candidate an increased chance of producing correct verbs and tenses.

## **Mark for General Impression**

The impression mark was generally appropriately assessed, but some Examiners tended to be a little too generous. To achieve a very high mark, candidates must consistently have very good pronunciation, intonation and fluency with only an occasional hesitation or error. It is important to try not to focus on grammatical accuracy when awarding this mark as that is assessed elsewhere.

## **Administration**

The administration in centres was generally very good and the adding up of the marks on the WMS was, in most cases, accurate. Please note that an electronic WMS which adds up the marks automatically can be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples).

The quality of most recordings was good. Centres should make sure before CDs are despatched that they carry out spot checks to ensure that every candidate is clearly audible. This year there were just two problems with missing recordings. Microphone placing is also very important: if it is too far from the candidates, it may be difficult to hear them, especially if they are wearing face masks. Wherever possible, excessive background noise should also be avoided.

It is essential that recordings are saved onto labelled CDs, with each candidate's digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher's or Examiner's name.

It was necessary to scale some centres' marks: in those cases, it was much more common for marking to be too generous rather than too severe. Reasons for overmarking included crediting correct past or future tenses to candidates in the two conversations, when they were missing, as well as awarding high marks for Communication when candidates had not offered ideas and opinions, as questions had been too factual and closed.

# GERMAN

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Paper 0525/42  
Writing

## Key messages

Candidates should be encouraged to read the questions carefully and respond to the exact tasks set, rather than writing more generally on the topic area being covered. Those who do not address the specifics of the question will not be awarded full Communication points for that task. A thorough knowledge of the question words in German is helpful in achieving this. Candidates should also ensure that they are answering each task in the appropriate time-frame. This is essential for gaining marks for both Communication and Language. In **Question 2**, candidates will usually be required to demonstrate the use of present and future tenses or time-frames, and in **Question 3**, they will usually need to use past, present and future time-frames in the different tasks.

## General comments

The correct number of questions was answered by almost all candidates and all answers were of an appropriate length and quality.

In **Question 2**, there were many good responses on the topic of theatre.

In **Question 3**, whichever essay was chosen, higher marks were gained for both Communication and Other Linguistic Features (OLF) when candidates worked through the bullet points systematically and used the tense or time-frame indicated by the question. The majority of candidates had sufficient appropriate vocabulary for the essay that had been chosen.

## Comments on specific questions

### **Section A**

#### **Question 1**

Candidates were required to list eight career choices. The pictures were intended as prompts and candidates offered many valid alternative responses.

The majority of candidates were able to supply five recognisable careers and to gain full marks for this question. *Chef/Chefin* was not accepted because it is not the equivalent of the English word 'chef' and, in its German meaning, was felt to be too vague. Suggested answers had to be nouns and so verbal forms such as *koche*, *fahre* were not credited. Masculine and feminine forms of the noun were accepted irrespective of the gender illustrated.

#### **Question 2**

The topic was based on a school drama group. The first two sub-questions were about the activities of the group and when it takes place. The third sub-question asked about candidates' own visits to the theatre or cinema while the fourth asked about the next school day.

**Bullet point 1** asked candidates to explain what they do in a school drama group. Many knew *Schauspiel* and *Schauspieler*. Those who did not have the specific vocabulary compensated for this by referring to a play by name (usually 'Romeo and Juliet'). *Übung* and *üben* were well used. There were imaginative ways of completing the task without referring to acting or plays with a number of answers about playing an instrument, dancing or doing the lighting, as well as discussing plays and films.



**Bullet point 2** asked when the group takes place. *Wann* was the first hurdle for many candidates, which serves to emphasise that it is essential to have an excellent knowledge of interrogatives. *Stattfinden* was often not known and taken to mean 'find' which gave rise either to a response in the past tense in an attempt to answer *wann* or to a description of where in the town the group meets (*statt* being confused with *Stadt*). Those candidates who recognised the verb wrote full answers, and many separated *statt* and used correct word order.

**Bullet point 3** continued the theme of the theatre and expanded it to include the cinema when asking how often candidates went to either. There were a great many good responses which gained several Communication marks because of the additional detail given (for example: who they go with, which they prefer, how much insight they gain).

**Bullet point 4** required an answer in the future tense or time-frame about school the following day. Simple comments about the lessons they would attend would have provided sufficient content to gain Communication marks but many candidates produced more interesting answers linked to the drama group and rehearsals or a production. Where these were firmly placed in the school context, full credit was given.

## Question 2 Language

Much of the German used was straightforward but accurate and many candidates scored the maximum 5 marks. Candidates were able to use the first person singular (*ich*) form of the verb with confidence and many used correct word order for the future tense. Spelling was mainly accurate and usually comprehensible but the use of capital letters was inconsistent. There was an awareness with strong candidates of the Time – Place word order and of the position of the verb in a simple subordinate clause. Attempts at more ambitious language were not always successful.

## Section B

### Question 3

In **Question 3**, there was a choice of essay. The first two choices were taken from different topic areas and related to recent activities. This year the topics were a town visit (**3a**) and friendship (**3b**). Two bullet points were in the past tense, two other bullet points asked candidates for their opinions and so required the use of the present tense. The final task required candidates to use the future tense or a future time-frame. Choice (**3c**) was the continuation of a story from the opening sentence (this year it was a large number of people out and about) and there were four bullet points which all required the past tense. The final bullet point extended the story into the near future and so a future tense or time-frame had to be used.

### Question 3

(a) The majority of candidates chose option **3a**. They had to write their first visit to a town.

**Bullet point 1** asked when this visit took place. The majority of candidates answered this fluently but a few did not address the concept of 'when'. Most were successful at manipulating the language supplied in the task, and there were examples of other verbs being used (*fahren, fliegen*). A significant proportion of candidates did not name the town, just referring to *die Stadt*, and there were several examples of countries being named instead of towns (*die Schweiz, Frankreich*), all of which were accepted provided that it was clear that the task had been understood.

**Bullet point 2** offered the opportunity to write about activities in a town. Responses covered a wide range, from eating pizza or going to the cinema, to going to a museum to learn about the history and culture of the town or to visiting specific, named sights (*Eiffelturm, Brandenburger Tor*). Many candidates had sufficient vocabulary to extend their answers and add interest to their writing.

**Bullet point 3** asked candidates to compare their own home area to the town they had described and there were many good answers setting out several reasons for their choice.

**Bullet point 4** was more challenging and was where candidates often lost Communication marks because they did not appreciate that they were being asked for an opinion in the present tense about living in a town rather than for an opinion in the past tense about the specific town they were describing.

**Bullet point 5** required the future tense or time-frame to indicate where they would like to live once adult. Candidates had been well prepared for this and had plenty of vocabulary to express their ideas. The use of the future and of *ich möchte* was generally good.

(b) A small proportion of candidates chose option **3b**. They had to write about Friendship.

**Bullet point 1** required candidates to use the past tense to describe recent activities with their friends. Some overlooked the past tense and wrote about what they and their friends usually do together and so did not gain full Communication marks.

**Bullet point 2** asked for an account of how the candidate had helped a friend. There were some thoughtful and moving responses, and many candidates successfully negotiated the use of *helfen* with the dative case, although some did introduce *mir* and so wrote about the friend helping them instead.

**Bullet point 3** gave the opportunity to list the positive personal character traits which make for a good friend. This proved to be challenging and gave rise to some complex language.

**Bullet point 4** asked a straightforward question about whether friends or family were considered more important and was well done.

**Bullet point 5** required the use of a future tense or time-frame to say what the friends would do at the weekend. Most candidates completed this task well, using either the future tense or *wir möchten*.

(c) This was the most challenging of the 3 options in **Question 3** and very few candidates chose it. Those who chose the question generally scored highly for Communication. Candidates had to continue the story about an unusually large number of people. The first sentence which set the scene of the account to follow was provided.

**Bullet point 1** required an emotional reaction (such as: 'surprised', 'shocked') at seeing so many people out and about. Candidates were well prepared for this.

**Bullet point 2** was a description in the past tense of what people were doing and required the use of the third person plural in the past tense. There were some imaginative responses but *sein* was not always used with *gehen, laufen, rennen* and the past participle of *rennen* was not always known.

**Bullet point 3** was quite challenging because candidates had to find an explanation for the number of people out and about. There were some straightforward explanations such as a fire or a road accident as well as some original ones.

**Bullet point 4** gave the opportunity to write about what the candidate did next and was well answered. *Ich bin nach Hause gegangen* was the most common response and was usually accurate.

**Bullet point 5** required the use of a future tense or time-frame to explain where the candidate would walk on the next occasion. *Wo* was understood correctly and the use of the future tense was good.

### Question 3 Verbs

The sentence must make sense and the subject noun or pronoun needs to be spelled correctly with the correct article (where appropriate) for the verb to be ticked. The most commonly mis-spelt subject pronoun was *man*, which meant that the verb (invariably *kann*) could not gain a tick. However, the following infinitive was ticked provided that there was no addition of *zu*. Credit can only be given for a verb in the correct tense for the bullet point and for the correct use of the auxiliary where appropriate. Some specific verbs presented particular difficulties; for example, many candidates need to distinguish between the verbs *Spaß haben* and *Spaß machen*.

In their chosen essay, candidates used a good range of verbs appropriate to the subject matter and in the correct tense for the bullet point. In **3a**, it was encouraging to see the regular use of *besichtigen*.

### Question 3 Other Linguistic Features

Marks for Other Linguistic Features were awarded from the banded mark scheme.

There was evidence of careful preparation and basic structures and vocabulary were generally sound. Many candidates opted for short subordinate clauses and used a small number of conjunctions, usually *weil* or *denn*. This meant that accuracy was fairly consistent throughout and that word order was often correct.

The use of capital letters was variable. It is obvious that centres are teaching them and that candidates are understanding that they should be used even if they do not always quite succeed.

Vocabulary tended to be straightforward and appropriate to the task. Adjectives were used to good effect.