

Cambridge IGCSE™

GERMAN**0525/22**

Paper 2 Reading

May/June 2025

MARK SCHEME

Maximum Mark: 45

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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **14** printed pages.

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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

| Annotation | Meaning |
|-------------|--|
| | Only used for clarification to specify valid material, when other material is crossed out |
| BOD | If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given. |
| NBOD | If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given. |
| | Omission |
| | Incomprehensible or illegible |
| SEEN | Used to show that blank pages have been seen and any creditworthy material has been awarded |
| HA | Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response. |
| INVL | Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response. |
| IR | Irrelevant |
| tc | 'tout court': on its own, the material is not sufficient to score the mark |

Additional Guidance

The following guidance underpins the detailed instructions provided in the mark scheme. Where a decision is taken to deviate from this guidance for a particular question, this will be specified in the mark scheme.

Often the additional guidance points will have to be weighed up against each other, e.g. the answer might look or sound like the intended word/phrase in German, but if what the candidate has written means something different in German from what is expected, the mark cannot be awarded.

It is not possible to list all acceptable alternatives in the mark scheme. If you encounter an answer which is not covered by the mark scheme, you will need to make a decision about whether it communicates 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.

- **Crossing out:**

| | |
|-----|---|
| (a) | If a candidate changes his/her mind about an answer and crosses out an attempt, award a mark if the final attempt is correct. |
| (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. |

- **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 (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way. |
| (b) | If two attempts are visible (e.g. two boxes ticked instead of the one box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded. |

- **For questions requiring more than one element for the answer, 1 and 2, where the answers are interchangeable:**

| | |
|-----|--|
| (a) | Both of the correct answers are on line 1 and line 2 blank (or vice versa) = 2 marks |
| (b) | Both correct answers on line 1 and line 2 contains a wrong answer (or vice versa) = 1 mark |

- **Mark for communication:** Answers requiring the use of German (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided that the message is clear. However, do **not** accept incorrect German if the word written by the candidate means something else in German (unless the mark scheme specifies otherwise).

| | |
|-----|---|
| (a) | If you read aloud what the candidate has written, does it sound like the correct answer? Would a native speaker of German understand it? |
| (b) | Does what the candidate has written look like the correct answer, e.g. one letter missing or added but no other word created? Would a native speaker of German understand it? |
| (c) | The subject needs to be unambiguous. Possessives and personal pronouns need to be used in such a way as to make the answer unambiguous. Unless indicated otherwise in relation to a specific question do not accept <i>sein</i> for <i>ihr</i> or vice versa. |

Incorrect German which constitutes a word in any language other than German is marked (i) on the basis of whether it is accepted or rejected in the mark scheme and (ii) if it is not mentioned in the mark scheme, on the basis of points (a) to (d) above.

- **No response and '0' marks:**

| | |
|-----|---|
| (a) | 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). |
| (b) | Award 0: If there is any attempt that earns no credit, e.g. the candidate has copied out part or all of the question. |

- **Extra material:** Candidates need to answer the questions in such a way as to demonstrate that they have understood the text. The mark scheme cannot cover all eventualities so where specific instructions are not provided, the examiner must check the text to ensure that the correct elements which would attract the mark are not contradicted or distorted by any extra material. The following general rules should be applied:

| | | |
|-----|---|---|
| (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, but which is not explicitly mentioned in the mark scheme: | The examiner needs to decide, by consulting the transcript/text and the Team Leader if necessary, whether the alternative answer constitutes: (i) an alternative <u>correct</u> answer, in which case this falls into category (a) and the answer should be rewarded, or (ii) an answer which on its own would be rejected, in which case this falls into category (c) and the answer should be rejected. |
| (c) | Extra material which constitutes an alternative answer specifically rejected in the mark scheme: | This puts the examiner in the position of having to 'choose' which the intended answer is. The examiner cannot therefore 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 therefore the mark cannot be awarded. |
| (e) | 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 therefore 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 by the mark scheme, the examiner should consult the Team Leader. |

Detailed Mark Scheme

| Question | Answer | Marks | Guidance |
|----------|--------|-------|----------|
| 1(a) | E | 1 | |
| 1(b) | A | 1 | |
| 1(c) | B | 1 | |
| 1(d) | F | 1 | |
| 1(e) | C | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|----------|
| 2(a) | G | 1 | |
| 2(b) | E | 1 | |
| 2(c) | D | 1 | |
| 2(d) | F | 1 | |
| 2(e) | C | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|----------|
| 3(a) | B | 1 | |
| 3(b) | A | 1 | |
| 3(c) | C | 1 | |
| 3(d) | C | 1 | |
| 3(e) | B | 1 | |

| Question | Answer | Marks | Guidance |
|----------|--------|-------|----------|
| 3(f) | B | 1 | |
| 3(g) | A | 1 | |

Before marking **Question 4**, read the section *Additional Guidance and the bullet points below*.

- Spelling errors: use look alike and sound alike rules for misspellings. Do not accept misspellings that constitute another word in the target language
- Emphasis on answer location, not on precise lifting
- Go with candidates on HA (harmless addition) on **Question 4** if a few words are added that do not invalidate the answer
- The subject needs to be unambiguous. (Personal pronouns/possessives need to be used in such a way as to make the answer unambiguous)
- Any manipulation of language must be correct, including where a candidate adds extra material that is required to answer the question
- Errors in tense may be acceptable depending on the context of the question.

| Question | Answer | Marks | Guidance |
|--|--|-------|--|
| Before marking Question 4, read the section <i>Additional Guidance</i> . | | | |
| 4(a) | weil er (immer) Filmclips für seinen Video-Kanal macht/ Er macht (immer) Filmclips für seinen Video-Kanal | 1 | ACCEPT: verb in incorrect position in 'weil' clause in this instance as this is not a manipulation question INSIST on correct possessive even if ending is not completely correct |
| 4(b) | Er <u>ist</u> 85 Jahre alt. | 1 | ACCEPT: denn ACCEPT: verb in incorrect position in 'weil' clause in this instance as this is not a manipulation question REJECT: Er is (correct verb required) |
| 4(c) | (ein) Erklär-Video (im Internet) | 1 | ACCEPT: wie man Fotos hochladen und mit der Familie teilen kann REJECT: anything that starts with weil ACCEPT: addition of 'gezeigt' at the end without auxiliary |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 4(d) | Any two from: wie man ein(en) Blog macht/ wie man Videoclips editiert/ wie man eine Webcam benutzt | 1 | INSIST ON 'wie man' if used with conjugated verb, 'wie man Videoclips editiert' |
| | Blog (zu) machen/ Videoclips (zu) editieren/ Webcam (zu) benutzen | 1 | ACCEPT implied answer: Auch editiert er selbst seine Videoclips ACCEPT: er benutzt eine Webcam REJECT: selbst Videoclips editiert |
| 4(e) | Technik | 1 | REJECT: use of incorrect preposition „an“ ACCEPT: er ist nicht interessiert an Technik |
| 4(f) | Handwerker | 1 | |
| 4(g) | Zu / an seinem 5. / fünften Geburtstag zum 5. Geburtstag | 1 | MANIPULATION required INSIST on correct preposition and ending |
| 4(h) | praktische Fähigkeiten | 1 | ACCEPT: er findet praktische Fähigkeiten (sind) <u>auch</u> wichtig, i.e. addition of auch in the correct place. |
| 4(i) | Wenn Opa einen Assistenten braucht | 1 | REJECT: wann ACCEPT: Wenn er Videoclips macht ACCEPT: incorrect adjectival ending as this is not a manipulation question ACCEPT: incorrect word order, i.e. verb in 2nd position: wenn Opa braucht einen Assistenten |
| 4(j) | mehr als zweihundertmal | 1 | INSIST ON: 'mehr als' ACCEPT: Jedes Video wurde mehr als zweihundertmal gesehen, i.e. passive |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 4(k) | Dass er (so) stolz auf (seinen) Opa ist | 1 | MANIPULATION required ACCEPT: Dass Opa jeden Tag so vielen Leuten hilft INSIST ON correct spelling of 'dass' INSIST ON correct ending on 'seinen' if used REJECT: seine Opa – because this is a manipulation question unlike 4i |

| Question | Answer | Marks | Guidance |
|----------|---------------|-------|----------|
| 5 | 4, 8, 3, 6, 2 | 5 | |

Before marking **Question 6**, read the section *Additional Guidance* and the bullet points below.

- Spelling errors: use look alike and sound alike rules for misspellings. Do not accept misspellings that constitute another word in the target language
- A precise lift is needed, not just the location of material
- Use HA (harmless addition) for extra information that does not contradict a correct answer
- Use INV (invalidation) for information which contradicts the correct answer
- The subject needs to be unambiguous. Possessives, personal pronouns need to be used in such a way as to make the answer unambiguous.
- Any manipulation of language must be correct, including where a candidate adds extra material that is not required to answer the question.
- The response needs to be a direct answer to the question

| Question | Answer | Marks | Question |
|--|---|-------|---|
| Before marking Question 6, read the section <i>Additional Guidance</i> . | | | |
| 6(a) | wenn ihre Kinder älter werden | 1 | |
| 6(b) | 1 (Tagesmütter oder Babysitter/sie) kosten viel Geld | 1 | ACCEPT: without subject, i.e. <u>kosten</u> viel Geld <u>sind</u> nicht so toll für ältere Kinder This is accepted in this instance as there is no confusion caused by omission of subject INSIST ON verbs |
| | 2 (Sie) sind (eigentlich) nicht so toll für ältere Kinder | 1 | ACCEPT: 'die' instead of 'sie' as a subject pronoun / colloquial use ACCEPT: if only one subject mentioned, i.e. Tagesmütter-/ Babysitter kosten ACCEPT: Tagesmutter, i.e. without Umlaut |
| 6(c) | ältere Menschen und junge Familien zusammen(zu)bringen | 1 | REJECT: complete lift: 'In einigen Städten....' |

| Question | Answer | Marks | Question |
|----------|---|-------|---|
| 6(d) | 1 (es gibt) weniger Einsamkeit | 1 | |
| | 2 (es gibt) weniger gestresste Eltern. | 1 | |
| 6(e) | Any one of these: (Er hat) manchmal ((das) Essen gekocht (Er hat) alleine gegessen. | 1 | MANIPULATION ACCEPT selective lift das Essen gekocht / alleine gegessen |
| 6(f) | Björns Adoptiv-Oma / Die Adoptiv-Oma von Björn / seine Adoptiv-Oma | 1 | MANIPULATION ACCEPT: Erna ist nicht Björns richtige Oma. ACCEPT without article before „Adoptiv-Oma“ but insist on correct article if one is used ACCEPT: Adoptiv-Oma für Björn |
| 6(g) | Dass jemand zu Hause ist, wenn <u>er</u> von der Schule <u>kommt</u> | 1 | MANIPULATION required |
| 6(h) | <u>Sie</u> gehen (zusammen) ins Schwimmbad / ins Kino | 1 | MANIPULATION required Accept schwimmen (gehen) REJECT: gehen ins Kino ACCEPT: 'die' as demonstrative pronoun/colloquial use |
| 6(i) | Kontakt mit jungen Menschen ((zu) haben) eine sinnvolle Aufgabe ((zu) haben) | 1 | ACCEPT: Kontakt <u>haben</u> mit jungen Menschen, i.e. verb in incorrect position |