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CAMBRIDGE
International Education

Cambridge IGCSE™

GERMAN **0525/22**

Paper 2 Reading **October/November 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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 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.

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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.

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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 standard isation 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

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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 to a whole question 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

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- **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 but no other word created? Would a native speaker of German understand it?

- **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.

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Detailed Mark Scheme

Question	Answer	Marks	Guidance
1(a)	D	**1**	
1(b)	A	**1**	
1(c)	F	**1**	
1(d)	B	**1**	
1(e)	E	**1**	

Question	Answer	Marks	Guidance
2(a)	H	**1**	
2(b)	G	**1**	
2(c)	D	**1**	
2(d)	C	**1**	
2(e)	F	**1**	

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Question	Answer	Marks	Guidance
3(a)	B	**1**	
3(b)	C	**1**	
3(c)	A	**1**	
3(d)	C	**1**	
3(e)	B	**1**	
3(f)	B	**1**	
3(g)	B	**1**	

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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 not required to answer the question
- Errors in tense may be acceptable depending on the context of the question.

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Question	Answer	Marks	Guidance
Before marking **Question 4**, read the section *Additional Guidance*.			
4(a)	sich über Berufe zu informieren	**1**	Accept: über Berufe zu informieren
4(b)	jeder sollte ein Arbeitspraktikum machen	**1**	If *dass* or *weil* at the start, ignore incorrect word order.
4(c)	ob man wirklich dafür geeignet ist	**1**	
4(d)	*Wann:* (kurz) vor Beginn ihres 12. Schuljahres *Wo:* bei (der) Stadtzeitung	**2**	MANIPULATION: *meines* to *ihres*; insist on correct possessive
4(e)	freundlich	**1**	Insist on correct pronoun
4(f)	(denn) sie musste einen Dienstausweis (für das Büro) haben	**1**	MANIPULATION: *ich* to *sie* Accept: für den/einen Dienstausweis Word order must be correct in this manipulation question.
4(g)	Informationen über die Mannschaften zu suchen	**1**	
4(h)	Der Ball/Er traf Dietmar (direkt) am Auge	**1**	
4(i)	dass so etwas am ersten Tag geschah	**1**	Accept: weil so etwas am erstenTag geschah
4(j)	den Artikel (ganz alleine) schreiben	**1**	
4(k)	stolz	**1**	Accept: so stolz

Question	Answer	Marks	Guidance
5	a-4, b-1, c-6, d-8, e-7	**5**	

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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.

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Question	Answer	Marks	Guidance
Before marking **Question 6**, read the section *Additional Guidance*.			
6(a)	21 (Jahre)	**1**	Accept: 21Jahre alt sein
6(b)	das Wahlalter auf 16 Jahre zu senken	**1**	
6(c)	(bei den Wahlen) in der eigenen Stadt / (bei den Wahlen) im regionalen Parlament	**1**	Insist on article *der* Reject: in der eigen Stadt
6(d)	was in ihrer Gegend passiert welche Politiker regieren sollen	**2**	
6(e)	dass sie politisch engagiert ist	**1**	MANIPULATION: *ich* to *sie*; *bin* to *ist* Insist on correct word order
6(f)	man hat (mit 16) noch nicht genug Lebenserfahrung / weil man (mit 16) noch nicht genug Lebenserfahrung hat	**1**	MANIPULATION: *hat man* to *man hat* / *hat man* to *weil man … hat* Accept: inclusion of *um zu sagen ... sollte* Reject anything starting with *dass*
6(g)	dass viele 18-Jährige noch zu kindisch sind	**1**	Reject: zu kindisch Reject anything containing *solche*
6(h)	dass er (als Mitbürger) wichtige Aufgaben hat er muss auch aktiv an der Politik teilnehmen	**2**	MANIPULATION: *ich* to *er*; *habe* to *hat* MANIPULATION: *ich* to *er* Accept: er will in einer Demokratie leben Accept: infinitive constructions: • Als Mitbürger wichtige Aufgaben haben • Aktiv an der Politik teilnehmen
6(i)	Teenager sollten sich mehr für Politik interessieren	**1**	MANIPULATION: *sollten sich Teenager* to *Teenager sollten sich* Reject: full lift including *Bevor wir* Accept: Bevor sie… Accept: Sie denkt, bevor sie…. Reject: Mehr Teenager sollten sich für Politik interessieren.

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