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CAMBRIDGE
International Education

Cambridge IGCSE™

GERMAN **0525/42**

Paper 4 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions 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 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
	Correct: credit for content point in **Question 1**
	Incorrect
BOD	'Benefit of the doubt' is given
Highlighter	Highlight: used to highlight connectives, structures and vocabulary
^	Omission
	Meaning unclear 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
✓ 1	Correct point 1 awarded – Task Completion in **Questions 2** and **3**
✓ 2	Correct point 2 awarded – Task Completion in **Questions 2** and **3**
✓ 3	Correct point 3 awarded – Task Completion in **Questions 2** and **3**
✓ 4	Correct point 4 awarded – Task Completion in **Questions 2** and **3**
✓ 5	Correct point 5 awarded – Task Completion in **Questions 2** and **3**

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Annotation	Meaning
	Irrelevant material
tc	‘tout court’: on its own, the material is not sufficient to score the mark

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Additional Guidance

- **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.

- **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.

- **Optional questions:**
  Mark all questions attempted by the candidate. Where the candidate attempts more than one of the alternatives in Question 3, the marking system will take the best mark.

- **Using mark schemes with grade descriptors:**
  Start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

  The examiner should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

  Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

  - If the candidate's work convincingly meets the level statement, award the highest mark.
  - If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
  - If the candidate's work just meets the level statement, award the lowest mark.

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Detailed Mark Scheme

Question	Answer	Marks
1	Candidates are required to complete 5 gaps in German. Read all of the items that the candidate has listed and award marks as follows: **Award 1 mark for each correct item.** • In **Question 1**, award marks for items wherever the candidate has written them provided the candidate has made clear which part of the form they refer to. • Mark for communication. Tolerate inaccuracies, provided that communication is not impeded. • If spelling is inaccurate, start by referring to the table below. Refer to the questions below if no decision on the spelling you have encountered is recorded there. • If you read aloud what the candidate has written, does it sound like the correct answer and would a native speaker of German understand it? 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? • Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa. • All answers must fulfil the communicative purpose described in the rubric.	**5**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1</td><td>Sie brauchen neue Sportkleidung für die Schule. Sie wollen online einkaufen. Füllen Sie das Formular auf Deutsch aus.
<table>
<tr><th></th><th>ACCEPT</th><th>REFUSE</th></tr>
<tr><td>Gap 1
(1 mark)</td><td>Any sport e.g. Tennis</td><td>Refuse vocabulary which cannot be considered as a sport</td></tr>
<tr><td>Gap 2
(1 mark)</td><td>Any sport clothing e.g. kurze Hose
Accept Shorts/Short/ Shorte/Shortz etc</td><td>Refuse vocabulary which cannot be considered as sport clothing. Don’t accept T-shirt (already given)</td></tr>
<tr><td>Gap 3
(1 mark)</td><td>Any colour, e.g. grün</td><td>Refuse vocabulary which cannot be considered as a colour</td></tr>
<tr><td>Gap 4
(1 mark)</td><td>Any sports items e.g. Sportschuhe
(no obligation to follow on from sport mentioned in Gap 1)
Accept Schuhe, Fussballschuhe etc
Tolerate Balls</td><td>Refuse vocabulary which cannot be considered as items needed for sport

Refuse exact repeat of Gap 1 e.g. Fussball

Refuse Kleidung – given in question</td></tr>
<tr><td>Gap 5
(1 mark)</td><td>Any day/month/time

Accept any date – If expressed in figures, insist on German style. e.g. 20.06.2026 or 20.06.26 (dots not slashes, 06 not just 6 for month and day)

Also allow e.g. 3 Tage</td><td>Refuse vocabulary which cannot be considered as a day/date/month/time.
Refuse letzte Woche/letzten Samstag etc</td></tr>
</table></td><td></td></tr>
</table>

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Question	Answer	Marks
2	**Mein Lieblingstag in der Woche** • Sagen Sie, welchen Wochentag Sie am liebsten haben **und** erklären Sie warum. • Erzählen Sie, was Sie an diesem Wochentag normalerweise machen. • Sagen Sie, warum Sie Schultage besser finden oder Ferientage. • Beschreiben Sie, was Sie nächste Woche machen werden. Schreiben Sie 80–90 Wörter auf Deutsch. **Accept:** **Tick 1:** Any preferred weekday given. **Tick 2:** Any explanation for choice of weekday in Tick 1. **Tick 3:** Any account of usual activity on this day. **Tick 4:** Any reason for preferring school days or holiday days. **Tick 5:** Any description of plans for next week. For **Tick 5:** Accept future time frame or *ich will/möchte* in this context (however, do not accept *ich mochte*). Future time phrase with present tense accepted as future time frame. Annotate the script with numbered ticks for coverage of 5 pieces of information from the bullet points. Use each numbered tick once only. Annotate the script also with colour to show use of connectives. Read the whole answer and award a mark out of 12 using the table below.	**12**

In **Question 2**, if a candidate has completed most tasks rather than all, but the 10–12 descriptors are still the best fit in other respects, then the answer can, in theory, access the lower end of the 10–12 band.

Marks	Descriptor	Guidance
10–12	• Completes all tasks in the required level of detail. • Provides consistently relevant information and opinions. • Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies. • Uses straightforward vocabulary and structures. • Links words and phrases using a range of simple connectors.	Examples of linguistic inaccuracies: lapses in agreements, tenses/time frames, spelling Examples of linking words and phrases: *and*, *or*, *but*, *because*, *then*
7–9	• Completes most tasks in the required level of detail. • Provides mostly relevant information and opinions. • Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies. • Uses limited vocabulary and structures with some repetition. • Some attempt to link words and phrases using a range of simple connectors.	
4–6	• Completes some tasks with some of the required detail. • Provides some relevant information. • Meaning is sometimes clear and some communication is achieved, despite linguistic inaccuracies. • Uses basic vocabulary and structures with frequent repetition. • Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. *and*, *or*).	
1–3	• Attempts task(s), with little or none of the required detail. • May provide information; is almost always irrelevant. • Meaning is unclear and communication is rarely achieved. • Uses isolated words/phrases appropriate to the task. • Little attempt to link words or phrases.	
0	No creditable content.	

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Question	Answer	Marks
Wählen Sie <u>entweder</u> 3(a) <u>oder</u> 3(b). **Schreiben Sie 130–140 Wörter <u>auf Deutsch.</u>**		
3(a)	**Arbeit und Karriere** Sie hatten neulich einen Karriere-Tag in der Schule und Sie schreiben eine E-Mail an Ihren Freund. • Erzählen Sie, wie der Karriere-Tag war. • Erklären Sie welchen Beruf Sie in der Zukunft haben möchten. • Sagen Sie, was wichtiger für Sie ist: viel Geld zu verdienen oder die Arbeit interessant zu finden? • Was für einen Job wollten Sie, als Sie klein waren? • Beschreiben Sie, was für einen Ferienjob Sie in den nächsten Ferien haben möchten. Annotate scripts with numbered ticks for Task Completion to show coverage of 5 bullet points. Use each numbered tick once only. **For Task Completion, accept:** **Tick 1:** any description in an attempted **past tense/past time-frame** about the careers day. **Tick 2:** any explanation given about the career the candidate would like to have. (Accept simple reference to job e.g. *Polizistin*) **Tick 3:** any preference given by candidate as to earning lots of money or finding their work interesting. **Tick 4:** any detail given of a job they wanted when they were young. **Tick 5:** any description given in an attempted **future tense/future time-frame** (also allow *ich möchte +inf* but do not accept *ich mochte*), as to the candidate's next holiday job. (accept reference to specific job and/or descriptions such as money earned, location etc.). Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**

Question	Answer	Marks
3(b)	**OR** **Die Umwelt** Man sollte mehr für die Umwelt machen. Sie schreiben einen Blog für die Schulwebsite. • Beschreiben Sie die Umweltprobleme in Ihrer Region. • Sagen Sie, was Ihre Familie neulich gemacht hat, um der Umwelt zu helfen. • Erklären Sie, was Ihre Schule in der Zukunft machen wird, um umweltfreundlicher zu werden. • Warum finden Sie es wichtig/unwichtig, die Umweltsituation zu verbessern? • Was ist, Ihrer Meinung nach, das größte Problem für unseren Planeten? Annotate scripts with numbered ticks for Task Completion to show coverage of 5 bullet points. Use each numbered tick once only. **For Task Completion, accept:** **Tick 1:** any description of the environmental problems in candidate's region. **Tick 2:** any account given in an attempted **past tense/past time frame** of activities the candidate's family has done recently for the environment **Tick 3:** any description in attempted **future tense/future time-frame** (also allow *ich möchte +inf* but do not accept *ich mochte),* as to what the school will do in the future to be more environmentally friendly. **Tick 4:** any reason given as to why it is important / not important to improve the environmental situation. **Tick 5:** any opinion given regarding the greatest problem for our planet. Read the whole answer, award a mark from each of the three tables below and add up the total. Marks are available for: • task completion (maximum 10 marks) • range (maximum 10 marks) • accuracy (maximum 8 marks).	**28**

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Before marking **Question 3**, please check the 3 blank pages and annotate with SEEN.
Please ensure marks for 3 (a) or 3 (b) are entered into the correct section.

Task completion
For **Question 3** a response can only be considered complete if all elements of all part-questions are communicated.

Marks	Descriptor
9–10	• Completes all tasks. • Provides detailed information, opinions/reactions and explanations. • The writing is focused and wholly relevant.
7–8	• Completes most tasks. • Provides straightforward information, opinions/reactions and explanations. • The writing is mostly relevant.
5–6	• Completes some tasks. • Provides some information, opinions and simple explanations. • The writing is more relevant than irrelevant.
3–4	• Attempts some tasks with some success. • Provides basic information and opinions. • The writing is occasionally relevant.
1–2	• Attempts task(s) with little or no success. • Provides some information and is almost always irrelevant.
0	• No creditable response.

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Range

When the criterion starts with *Uses*… read it as *Uses successfully*….

Marks	Descriptor
9–10	• Uses extended, well-linked sentences frequently. • Uses a wide range of simple and complex structures listed in the syllabus to produce sentences of varying length. • Uses a wide range of vocabulary appropriate to the task(s).
7–8	• Uses some extended sentences, mostly well linked. • Uses a range of structures listed in the syllabus, including some complex structures, to produce sentences of varying length. • Uses a range of vocabulary appropriate to the task(s) with occasional repetition.
5–6	• Uses some extended sentences, with some evidence of linkage. • Uses simple structures and attempts to use some complex structures listed in the syllabus. • Uses mostly straightforward vocabulary appropriate to the task(s) with some repetition.
3–4	• Uses simple structures and makes no attempt at using the complex structures listed in the syllabus. • Relies on repetition of a small range of straightforward vocabulary.
1–2	• Uses isolated phrases and makes some attempt at basic structures. • Relies on repetition of a small range of basic vocabulary.
0	• No creditable response.

Consider (as guidance, not check-list): conjunctions, subordinate clauses, relative clauses, negatives, adjectives and adverbs.
Use highlighter functionality to point out examples.

Accuracy

Marks	Descriptor
7–8	• Accurate spelling and grammar; not necessarily faultless. • Occasional errors in spelling and grammar do not impede communication.
5–6	• Mostly accurate spelling and grammar. • Errors in spelling and grammar sometimes impede communication.
3–4	• Some accurate spelling and grammar. • Errors in spelling and grammar frequently impede communication.
1–2	• Rarely accurate spelling and grammar. • Errors in spelling and grammar persistently impede communication.
0	• No creditable response.

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Consider use of verb forms and tenses, capital/lower-case letters in nouns, gender, case agreement, adjective endings, word order.

Extremely short answers with no errors cannot be awarded a mark of more than 4 for *Accuracy* as the candidate has only provided *some accurate spelling and grammar.*

Irrelevance

- Sections of material unrelated to any of the bullet points will be disregarded.
- If the whole answer to **Question 3** is irrelevant (e.g. contains no evidence of being related to the bullet points set), award 0 for *Task completion*, *Range* and *Accuracy*.
- If **Question 3** is attempted but communication is not achieved (i.e. the candidate misunderstood the question), award a maximum of 4 for *Range* and a best fit for *Task completion* and *Accuracy*.

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