



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GERMAN**

**0525/23**

Paper 2 Reading

**May/June 2016**

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.

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## 1 General Marking Principles

**1.1** Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 2. 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 2 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.

### 1.2 Crossing out:

- (a) 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) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 1.3 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. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.

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

Both correct answers on line 1, and line 2 blank = 2  
 Both correct answers on line 1, and line 2 wrong = 1  
 (or vice-versa)

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

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

1.6 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 1.5 above.)

1.7 Annotation used in the Mark Scheme/Marking:

- (a) 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) tc = 'tout court' and means that on its own the material is not sufficient to score the mark (Mark Scheme only).
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.8 No response and '0' marks

There is a NR (No Response) option in scoris.

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.

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### 1.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

**Unless the Mark Scheme states otherwise, ignore extra material given in an answer.**

### 1.10 Extra material: Section 3

In **Section 3** 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 texts/questions. 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.

In **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. The Detailed Mark Scheme (Section 2) provides specific guidance but in cases not covered, the following general rules apply:

<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 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  or  (ii) 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 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 an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

## 2 Detailed Mark Scheme

### Erster Teil

#### Erste Aufgabe, Fragen 1–5

ACCEPT		REFUSE
1	D [1]	
2	B [1]	
3	C [1]	
4	B [1]	
5	A [1]	

[Total: 5]

#### Zweite Aufgabe, Fragen 6–10

ACCEPT		REFUSE
6	C [1]	
7	B [1]	
8	F [1]	
9	D [1]	
10	E [1]	

[Total: 5]

#### Dritte Aufgabe, Fragen 11–15

ACCEPT		REFUSE
11	C [1]	
12	B [1]	
13	B [1]	
14	A [1]	
15	B [1]	

[Total: 5]

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## Zweiter Teil

### Erste Aufgabe, Fragen 16–20

ACCEPT		REFUSE
16	beginnt [1]	
17	dreimal [1]	
18	mittwochs [1]	
19	Filme [1]	
20	billige [1]	

[Total: 5]

### Zweite Aufgabe, Fragen 21–30

- In this exercise, reward the candidates 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 1: General Marking Principles.
- Accept incorrect possessive pronouns (mein, sein, ihr ...).

	ACCEPT		REFUSE
21	<b>KEY CONCEPT:</b> favourite TV series (Seine) Lieblingsfernsehserie	[1]	TV Fernsehserie tc (i.e. favourite is required)
22	<b>KEY CONCEPT</b> no TV Der Fernseher war weg/nicht mehr da	[1]	Es war komisch.
23	<b>KEY CONCEPT:</b> watch the programme on computer Um <u>die Serie/die Sendung</u> am <u>Computer</u> zu sehen (both elements necessary)	[1]	
24	<b>KEY CONCEPT:</b> computer (der) Computer	[1]	
25	<b>KEY CONCEPT:</b> father lost job/ no money/what's happened  (Sein) Vater hat seine Stelle/seinen Job verloren/war arbeitslos. Sein Vater hatte kein Geld. Accept lifts: Was ist hier passiert? Hat Vati seine Stelle verloren?	[1]	„Hat <u>er</u> seine Stelle verloren?“ (Not clear who ,er' is)

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<b>26</b>	<b>KEY CONCEPT:</b> newspaper In der <u>Zeitung</u> In einem <u>Zeitungsartikel</u>	[1]	
<b>27</b>	<b>KEY CONCEPT :</b> parents and children talk more to one another Eltern und Kinder reden/redeten mehr miteinander	[1]	
<b>28</b>	<b>KEY CONCEPT:</b> stupid dumm, schlecht, doof	[1]	
<b>29</b>	<b>KEY CONCEPT:</b> Phillip won't be at home. Phillipp ist heute Abend nicht zu Hause. Phillipp besucht Alex. <u>Er</u> ist heute Abend nicht zu Hause.	[1]	Denn <u>ich</u> bin heute Abend nicht zu Hause. Phillip kommt nicht zu Hause.
<b>30</b>	<b>KEY CONCEPT:</b> watch TV  fernsehen seine Lieblingsserie sehen	[1]	

**[Total: 10]**

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### Dritter Teil

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. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

### Erste Aufgabe, Fragen 31–35

**1 Mark per question for True or False**  
**1 Mark for correcting False statement (31, 33, 35)**

**First award marks for the True/False element and then award marks for the justification of the False statements.**

	Ja	Nein	
31	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
33	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
34	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
35	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

**Accept: wrong gender (accept er/sie throughout for Deniz)**

ACCEPT, CHECK <i>NEIN</i> IS TICKED		REFUSE MERE ADDITION OF NEGATIVE
31	Es hilft Studenten/ jüngeren Leuten ein Zimmer (bei älteren Leuten) zu finden. [1]	
33	Er schreibt eine Übersetzung. Er übersetzt ein Buch/einen Reiseführer [1]  Wolfgang schreibt einen Reiseführer auf Deutsch.  Deniz übersetzt für Wolfgang ins Türkische, weil Wolfgang schreibt an einem Reiseführer für Touristen.	Wolfgang schreibt an einem Reiseführer für türkische Touristen in Deutschland. (needs the language)  Wolfgang schreibt einen Reiseführer. tc  Deniz schreibt an einem Reiseführer für türkische Touristen in Deutschland.  Refuse anything about Briefe



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35	<p>Weil die Wohnung weit/45 Minuten von der Uni liegt.</p> <p>Weil es dort ruhig ist</p> <p>Weil seine Freunde nicht in der Nähe wohnen</p>	[1]	<p>Denn die meisten seiner Freunde wohnen nicht weit von der Uni weg. (answer is implied rather than stated)</p>
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[Total: 8]

**Zweite Aufgabe, Fragen 36–41**

	ACCEPT		REFUSE
36	<p>Weil sie einen (großen) Garten hat.</p> <p>Accept: weil sie in der Natur leben wollte./ Sie liebt die Natur./ Es gibt viel Natur</p> <p>Sie kann dort Gartenarbeit/ ihr Lieblingshobby machen.</p> <p>Accept answers to why she likes her new home/locality</p>	[1]	<p>Weil Gartenarbeit ihr Lieblingshobby ist</p> <p>Sie zog in ein schönes Tal in der Nähe von Graz, weil sie in der Natur leben wollte.</p> <p>Ein neues Haus hat einen großen Garten.</p> <p>Sie wollte ein neues Leben beginnen. tc</p>
37	<p>Weil es viele Bienen in ihrem Garten gibt.</p> <p>Tolerate ‚Insekten‘ as HA together with ‚Bienen‘</p>	[1]	<p>Weil es viele Insekten gibt.</p> <p>Lift: Dann hat Rosa erklärt, dass es so viele Bienen in ihrem Garten gab.</p> <p>Lift: Im Garten gibt es nicht nur Blumen, sondern auch viele Insekten, insbesondere Bienen.</p> <p>Refuse answers starting with ‚dass‘</p>
38	<p><u>Need answer to ‚worüber‘ not ‚warum‘ or ‚wozu‘</u></p> <p>Über den Preis von einem Bienenstock</p> <p>Über Preise</p> <p>Die Preise</p>	[1]	<p>Sie brauchte einen Bienenstock</p> <p>Sie hatte keine Ahnung von den Preisen</p> <p>Da sie keine Ahnung von den Preisen hatte</p> <p>Über Bienenstock</p> <p>Über Bienenstöcke und ein paar andere Sachen</p>
39	<p>3/drei Tage(n)</p> <p>einen dreitägigen Kurs</p> <p>Accept: der Kurs dauerte dreitägigen Der Kurs dauert drei Tägten</p>	[1]	<p>Dreitägige tc</p> <p>Einen dreitägigen tc</p> <p>Lift: Sie hatte einen dreitägigen Kurs in Graz gefunden.</p>

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	ACCEPT		REFUSE
40	<p>Sie sprechen über (ihre) Bienen</p> <p>Insist on plural</p> <p>Accept ‚die Kursmitglieder spricht‘</p>	[1]	<p>Lift: Sie treffen sich nun fast jede Woche, um über ihre Bienen zu sprechen.</p> <p>Sie <u>hat</u> über ihre Bienen gesprochen Refuse ‚sie spricht/ spricht/ sprech‘</p> <p>... über ihre <u>Beinen</u>...</p> <p><u>um</u> über ihre Bienen <u>zu</u> sprechen</p>
41	<p>Der Honig schmeckt wunderbar.</p> <p>Rosa überlegt, ob sie ein Geschäft eröffnen könnte, um Honigprodukte zu verkaufen.</p> <p>Sie möchte Honigprodukte verkaufen.</p> <p>Sie möchte ein Geschäft haben/öffnen, um Honigprodukte zu verkaufen</p> <p>Lift of whole sentence: Die Bienen haben so viel Honig produziert,...verkaufen.</p>	[1]	<p><u>Dass</u> (Tante) Rosa... to end of sentence.</p>
42	<p>In dem Honiggeschäft arbeiten</p> <p>Accept: bei Tante Rosa zu arbeiten</p> <p>Honigprodukte verkaufen</p>	[1]	<p>Hanna will <u>dort</u> arbeiten</p> <p>Hanna will in <u>einem</u> Geschäft arbeiten</p> <p>um Hongprodukte zu verkaufen</p>

[Total: 7]