

Cambridge IGCSE™

FIRST LANGUAGE GERMAN**0505/01**

Paper 1 Reading

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MARK SCHEME

Maximum Mark: 50

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 **10** printed pages.

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.

Marking guidance for levels-based marking criteria (Question 3)

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker 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 there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

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 or good language
	Incorrect
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer and therefore invalidates their response.
	Grammatical, spelling or punctuation error
	Meaning unclear or illegible
	Omission (of letter, character, word, etc.)
	Irrelevant

Annotation	Meaning
REP	Repetition
SEEN	Use to show that blank pages have been seen and any creditworthy material has been awarded
XV	Inappropriate use of vocabulary from another language
B1	Directed writing prompt 1 from Text B
B2	Directed writing prompt 2 from Text B
C1	Directed writing prompt 1 from Text C
C2	Directed writing prompt 2 from Text C
DET	Relevant detail
DEV	Development of point or idea
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

Question	Answer	Marks	Not Allowed Responses
1(a)	• Übungsaufgaben auf dem Weg/in der Straßenbahn • Schwimmbad/22 Bahnen schwimmen • Nach Hause/zur Ida/ sich um Schwester/Ida kümmern	3	
1(b)	• Oberflächlich; gezwungen höflich • Sie hat keine engen Freunde/versteht sich nicht gut mit gleichaltrigen Mädchen/sie mögen sich nicht/keine gute Beziehung • Findet soziale Beziehungen schwierig zu interpretieren (2 von 3)	2	
1(c)	• Zuckt zusammen • Kalter Schauer • Ihr wird schlecht/nervös • Sie ist überrascht; verwundert/verwirrt • Lässt ihn nicht aus den Augen • Ärgert sich, dass ihr der Name nicht einfällt (2 von 6)	2	
1(d)	• Sie wohnt in der Fröhlichstraße, aber Wohnhaus ist traurig • Einziges Mehrfamilienhaus in einer Straße von Einfamilienhäusern/anders als ihre Nachbarn; nicht wohlhabend • Normale Nachbarn mit Rasenmähen, Grillen und Kindern, Gegenteil vom Familienleben der Erzählerin; räumt Schlachtfeld auf • Keiner ist willkommen • Der Flur ist kühl/still (3 von 5)	3	
1(e)	• Sehr enge Beziehung; lieben sich • Sie hat Mutterrolle für Ida; will sie aufmuntern • Ida ist die wichtigste Person in ihrem Leben [schönstes Gesicht]; haben nur einander	3	

Question	Answer	Marks	Not Allowed Responses
1(f)	- Teil der täglichen Routine - Einzige Möglichkeit für soziale Kontakte - Benutzt es als Flucht [taucht unter]; Entspannung; macht sie glücklich - Teilt das Hobby mit ihrer Schwester (3 von 4)	3	

Question	Answer	Marks	Not Allowed Responses
2(a)	[Sinneswahrnehmungen] haben positiven Effekt auf dem Körper der Erzählerin; entspannt, warmes Bild; genießt Sommer; wärmende Atmosphäre	1	
2(b)	- Erzählerin ist noch nicht daran gewöhnt, dass Ivan nicht mehr da/in ihrem Leben ist - Erweckt Neugier der Lesenden über das Schicksal von Ivan (1 von 2)	1	
2(c)	[Innerer Monolog] zeigt ihre Beunruhigung/Faszination/Überraschung/Verwunderung/Verwirrung	1	
2(d)	„[I]hn“ wirkt doppeldeutig - Erzählerin will [Ivans Bruder und damit] die Erinnerung an Ivan nicht verlieren	2	
2(e)	- Erzählerin hat eine lange Liste von Aufgaben; Aufzählung - Liste veranschaulicht Druck der Verantwortung, die die Erzählerin hat - Viele kurze Elemente/kurze Beschreibung von Tätigkeiten, die in Wirklichkeit sehr lange dauern/kurze Aneinanderreihung - Suggeriert ein Aspekt von Routine (2 von 4)	2	
2(f)	- Das Leben der Erzählerin ist schwierig; findet Alltag schwierig; Krieg gegen die Mutter und gegen ihre Kleinstadt - Sie kämpft für ihre Schwester; ist für Ida da	2	

Question	Answer	Marks	Not Allowed Responses
3	Vorteile Koedukation/Nachteile Monoedukation Text B - Schule ist (KEIN) Spiegelbild der Gesellschaft - Konfrontierung mit dem anderen Geschlecht bedeutet später bessere Auseinandersetzung; KEINE Konfrontierung mit anderem bedeutet später Probleme (KEINE) Vorbereitung auf Berufsleben Text C - Kategorie <i>Geschlecht</i> wird als (NICHT) wichtig gesehen (KEIN) Pflegen von sozialen Kontakten; (KEIN) lockerer Umgang mit dem anderen Geschlecht - Unterricht interessanter durch Meinung der Jungen; Unterricht langweiliger ohne Meinung der Jungen (WENIGER) problematisch für diverse Lernende Nachteile Koedukation/Vorteile Monoedukation Text B - Interesse der Mädchen an Naturwissenschaften SINKT/STEIGT - Mädchen fühlen sich UN/WOHLER in einigen Klassen; Lernumgebung WENIGER/MEHR Selbstbewusstsein MEHR/WENIGER Stress mit Styling/Aussehen - Inhalt kann BESSER/SCHLECHTER angepasst werden Text C BESSERE/SCHLECHTERE Leistungen in allen Fächern RUHIGER/WENIGER Störungen – LAUTER, MEHR Störungen - Jungen und Mädchen lernen anders/andere Lernstile/man redet anders mit ihnen - Lehrer verhalten sich den Geschlechtern gegenüber anders/KEINE Bevorteilung oder Benachteiligung	25	

Marking criteria for Question 3**Table A, Reading**

Use the following table to give a mark out of 15 for Reading.

Level	Mark	Descriptor
5	13–15	- The candidate selects a wide range of facts, ideas and opinions from both texts. (R3) - The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R5)
4	10–12	- The candidate selects relevant facts, ideas and opinions from both texts. (R3) - There is some development, analysis and evaluation and a clear focus on all elements of the task. (R5)
3	7–9	- The candidate identifies enough relevant facts, ideas and opinions from both texts to fulfil the task. (R3) - Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R5)
2	4–6	- The candidate identifies some relevant points from one or both texts but they are not always relevant. (R3) - The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R5)
1	1–3	- The candidate identifies very few relevant points from either text. (R3) - The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R5)
0	0	No creditable content.

Table B, Writing

Use the following table to give a mark out of 10 for Writing.

Level	Mark	Descriptor
5	9–10	- The response is highly effective and convincing. (W1) - Well organised and carefully structured for the benefit of the reader. (W2) - Vocabulary consistently well chosen and precise. (W3) - Consistently appropriate register for audience and purpose. (W4) - Spelling, punctuation and grammar almost always accurate. (W5)
4	7–8	- The response is effective and convincing. (W1) - Secure overall structure with some helpful organisation of ideas and information. (W2) - Vocabulary is mostly well chosen, with some precision. (W3) - Mostly appropriate register for audience and purpose. (W4) - Spelling, punctuation and grammar generally accurate. (W5)
3	5–6	- The response can be understood, although it is not always convincing. (W1) - Ideas are generally well sequenced. (W2) - Vocabulary may be plain but is adequate. (W3) - Some awareness of an appropriate register for audience and purpose. (W4) - Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	3–4	- The response is sometimes unclear and/or generally unconvincing. (W1) - Sequence of ideas is sometimes confusing. (W2) - Vocabulary simple, not always appropriate. (W3) - Little awareness of appropriate register. (W4) - Frequent errors of spelling, punctuation and grammar hinder communication. (W5)
1	1–2	- The response is difficult to understand and lacks coherence. (W1) - Little or no evidence of attempt to sequence ideas. (W2) - Vocabulary limited and/or inappropriate. (W3) - No awareness of appropriate register. (W4) - Persistent errors of spelling, punctuation and grammar prevent communication. (W5)
0	0	No creditable content.