



Cambridge IGCSE™

FIRST LANGUAGE GERMAN

0505/01

Paper 1 Reading

May/June 2023

MARK SCHEME

Maximum Mark: 50

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** printed pages.

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 descriptors 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.

Question	Answer	Marks	Not Allowed Responses
1(a)	- Ida kommt aus einer Bauernfamilie/Bäuerin [in sechster Generation] - Hildegard kommt aus einer alten ostpreußischen Familie/ Adelsfamilie	2	<i>Not accepted:</i> - hat einen Sohn/Tochter - kommt aus Preußen
1(b)	<i>Any two from three:</i> - wohnt mit Tochter in (eiskalter) Gesindekammer/ ihnen ist kalt - schläft auf schmaler Strohmratze/ schmales Bett - hat nicht genug zu essen/muss für Essen arbeiten	2	
1(c)	- hat kein Essen für ihre Tochter/ muss ihre Tochter ernähren - bekommt kein Essen von Ida	2	
1(d)	- Er war in russischer Kriegsgefangenschaft - Er wurde (am Bein) verletzt (not just: steifes Bein) - Er hat gehungert/ist abgemagert (not just: hohle Wangen)	3	<i>Not accepted:</i> - hat sein Bein verloren - wurde gefoltert
1(e)	- arbeitet stundenlang trotz Hitze, bis sie in Ohnmacht fällt/ nicht mehr konnte - macht nach Ohnmacht mit Arbeit weiter	2	
1(f)	Normalerweise dürfen nur Ida und ihr Sohn auf der Bank sitzen	1	
1(g)	- melken - Kuhstall ausmisten	2	<i>Not accepted:</i> schwingt die Forke
1(h)	- Erst will sie ihr kein Essen geben, aber dann erleichtert sie ihr sogar den Zugang - Erst will sie, dass Hildegard den Bauernhof verlässt, aber dann akzeptiert sie, dass sie ihre Hilfe braucht	2	

Question	Answer	Marks	Not Allowed Responses
2(a)	• Personifizierung/ Personifikation • Die Lesenden können sich das Haus besser vorstellen/macht Haus lebendiger	2	<i>Not accepted:</i> Metapher
2(b)	• Kriegszustand/ Machtkampf zwischen den beiden Frauen/ beschrieben wie ein Krieg/angespanntes Verhältnis/ keine gute Beziehung • zeigt die beiden verschiedenen sozialen Hintergründe (Hochdeutsch/Dialekt)	2	
2(c)	<i>Any 2 from 3</i> • Nicht viel hat sich geändert • Er ist nicht sehr aktiv/ ist faul • Karl ist durch den Krieg traumatisiert	2	
2(d)	• Hildegard benutzt Lieder, um sich über Ida lustig zu machen • zeigt Gegensatz zwischen Hildegards alter und neuer Welt/ Gegensatz Hildegards und Idas Welt	2	
2(e)	• mögliche Beziehung zwischen Karl und Hildegard	1	

Question	Answer	Marks	Not Allowed Responses
3	Vorteile des Lebens auf dem Land • Es ist ruhig • sehr sicher • Man kann überall mit dem Rad hinfahren • viele Freizeitangebote; auch andere Jugendliche im Dorf • Nähe zur Natur • Menschen sind enger miteinander verbunden; Familie in der Nähe • mehr Möglichkeit zur Mitbestimmung des Gemeindelebens • mehr Platz (both texts) • gesünder/frische Luft • entspannender Nachteile des Lebens auf dem Land • Stadt weit entfernt • Verkehrsanbindungen sind schlecht • öffentliche Verkehrsmittel teuer • schwierig, einen Aushilfsjob zu finden • mangelndes Einkaufs-/Kulturangebot • schwierig, Jugendliche mit ähnlichen Interessen zu finden; geringe Vielfalt an unterschiedlichen Menschen • Ohne Führerschein/ Auto sitzt man fest; angewiesen auf Eltern (<i>both texts</i>) • als „Zugezogener“ schwierig, von den Einheimischen akzeptiert zu werden • jeder kennt jeden; Leute nicht so tolerant	25	

Question	Answer	Marks	Not Allowed Responses
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 (15) 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 (10) 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 (5) 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.	

Question	Answer	Marks	Not Allowed Responses
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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)

Question		Answer	Marks	Not Allowed Responses
Level	Mark	Descriptor		
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.		