

Cambridge IGCSE™

FIRST LANGUAGE GERMAN**0505/01**

Paper 1 Reading

May/June 2024

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 2024 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 **7** 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 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.

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.

Specific marking guidance

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

Question	Answer	Marks
1(a)	• Sehr groß, imposant, Villa • Baufällig, Ruine, verwilderter Garten	2
1(b)	• Er hat sich von seinen Eltern losgesagt; keine gute Beziehung; keinen Kontakt zu Eltern • Sie waren Nazis • Sie haben seine Frau nicht akzeptiert	3
1(c)	Xane fährt nach Frankreich/ins Ausland; Claudia verbringt die Ferien bei ihren Großeltern/auf dem Land	1
1(d)	• Judith/Xane zusammen verachten ihre Freundin, sind gemein zu ihr • Sie machen sich hinter ihrem Rücken über sie lustig; denken, dass sie lügt [und gerne Bäuerin ist]	2
1(e)	• Sie nehmen Claudia wieder als Freundin auf/ Sie behandeln Claudia als Freundin/beschützen sie/ Das Hänkeln wird eingestellt • Sie schämen sich für ihre Gemeinheiten • Sie lassen sie Dinge für sie tun	3
1(f)	• Sie ist anders als die anderen Mütter [jung/hübsch/unkompliziert] • Xane und Judith bewundern/mögen sie; genießen die Gastfreundschaft • Xane und Judith tolerieren/dulden Claudia, um mehr Zeit mit deren Mutter zu verbringen	3
1(g)	• Mutter behandelt die Tochter wie ein kleines Kind [mit Nachsicht; wie eine Kindergärtnerin] • Xane und Judith denken, dass die Mutter unter Claudias Begriffsstutzigkeit leidet; fühlen sich mit der Mutter verbunden	2

Question	Answer	Marks
2(a)	• Stur; er ist sehr entschlossen/ er gibt nicht auf, auch wenn seine Aufgabe fast unmöglich ist • Autodidaktisch; bringt sich alles selber bei; nimmt keine Hilfe an; stolz	2
2(b)	• Die Sommerferien sind komplett separat von der Schulzeit • Die Zeit steht in den Sommerferien still/ es passiert nichts/ es gibt viel Zeit	2
2(c)	<i>Any 2 from 3:</i> • Besondere Stellung; sie sind nur zu zweit/ sind ein Team; starke Beziehung • Sie unterscheiden sich sehr von den anderen Schülerinnen; stark/starken Willen; kriegerisch; sind gefürchtet • Überheblich, sind die Größten	2
2(d)	• Sie sind sehr ähnlich und doch verschieden; was bei Claudias Mutter elegant wirkt, ist bei Claudia eher plump; doppelt abwertend: schlecht/Kopie	1

Question	Answer	Marks
2(e)	Any 2 from 3: • Komplizierte/schlechte Beziehung • Sie können sich nicht leicht voneinander lösen; sind [gegen ihren Willen] verbunden • Kennen sich schon lange	2

Question	Answer	Marks
3	Vorteile (B/C) • Mit anderen Menschen in Kontakt bleiben (B) • Kostenlos; jederzeit verfügbar (B) • Man fühlt sich eher als Weltbürger/ Vernetzung/Verbindung mit Leuten aus aller Welt; Toleranz; Pandemie; soziale Funktion der sozialen Medien (B) • Stets informiert (B) • Man lernt viel Neues; viele Infos direkt verfügbar (C) • Vernetzung mit Gleichgesinnten [einfacher als im wirklichen Leben] (C) • Influencer nutzen Stellung und machen auf Probleme aufmerksam; erreichen großes Publikum (C) Nachteile (B/C) • Mobbing; negative Kommentare (B) • Kinder sehen unangemessene Inhalte/ gefährlich/nicht genug Kontrolle (B) • Gesundheitsprobleme (B) • Nicht gut für Selbstbewusstsein; man fühlt sich inadequat/Depression, Probleme mit mentaler Gesundheit (C) • Gefahr von Miss-Information; falsche Nachrichten (B) • Zeitverschwendung (B) • Es kann süchtig machen (C) • Man verbringt immer mehr Zeit alleine/ nicht sozial (C) <i>For the second bullet point, when explaining why a healthy use of social media is advisable, as well as referring to the advantages of social media mentioned above, candidates may also mention the disadvantages of social media.</i>	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.