



Cambridge IGCSE™

FIRST LANGUAGE GERMAN

0505/01

Paper 1 Reading

May/June 2021

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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

PUBLISHED**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.

| Annotation | Meaning |
|---|---------------------------------|
| TICK | correct |
| CROSS | incorrect |
|  | Omission |
|  | benefit of the doubt |
|  | no benefit of the doubt |
|  | harmless addition |
|  | Irrelevant |
|  | invalidates |
|  | to show the end of a word count |
|  | Repetition |

| Question | Answer | Marks | Notes |
|---|---|----------|-------|
| <p>Question 1</p> <p>20 marks for Content 5 marks for Accuracy of Language</p> <p>First mark all the sub-questions for content. Enter a mark for each sub-question. Put a tick above each point which gets a mark.</p> <p>If you have to weigh up whether and answer or part of an answer is worthy of the mark, use the relevant annotation from the list on page 2 to explain your decision (Benefit of the Doubt, Invalidation, etc.).</p> <p>In own words: Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p> | | | |
| 1(a) | <ul style="list-style-type: none"> • Jugendliche interessieren sich nicht für klassische Musik. • Immer weniger Jugendliche spielen ein Instrument. • Weniger Zuhörer bei Konzerten. | 3 | |
| 1(b) | <ul style="list-style-type: none"> • Sie kennen westlich geprägte klassische Musik nicht/wissen nichts über klassische Musik. • Finden klassische Musik merkwürdig/komisch. | 2 | |
| 1(c) | <ul style="list-style-type: none"> • Er spielt Kindern traurige Musik vor/es geht darum Emotionen hervorzurufen/an Gefühle appellieren. • Er spricht von der Biografie der Komponisten Er unterfordert die Kinder nicht. • Es geht bei ihm um das Wesentliche. • Es muss nicht immer Spaß und Quatsch sein; es muss nicht immer cool und lustig sein. | 4 | |
| 1(d) | <ul style="list-style-type: none"> • Schulfach Musik ist nicht mehr (für das Zeugnis) wichtig. • Bei Konzerten möchte Publikum Zusatzinformationen. | 2 | |
| 1(e) | <ul style="list-style-type: none"> • Musik ist ein wichtiger Bestandteil der Kultur. • Beide sind notwendig, auch wenn sie nicht unbedingt sofort Spaß machen. • Mathe und Musik sind beide Grundwerte/Grundwissen für das Leben. | 3 | |

| Question | Answer | Marks | Notes |
|----------|---|-------|-------|
| 1(f) | <ul style="list-style-type: none"> • Mumien – tot. • Priester auf Latein – das Publikum versteht nicht. • Über die Köpfe predigen – sie gehen nicht auf das Publikum ein. | 3 | |
| 1(g) | Accept any valid point, such as: <ul style="list-style-type: none"> • viele sehr positive Initiativen oder Vorschläge. • Menschen interessieren sich noch für Musik; Art der Vermittlung muss geändert werden (Rolle der Musiker verändert sich). • Musik ist immer noch ein fundamentaler Wert der Gesellschaft/unserer Kultur. • endet mit positiver Aussage. | 3 | |

Question 1

Give up to 5 marks for Accuracy (a holistic mark for Question 1).

Writing: Accuracy of Language

| | |
|---------------|---|
| 5 (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors. |
| 4 (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. |
| 3 (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. |
| 2 (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. |
| 1 (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. |

| Question | Answer | Marks | Notes |
|-------------------|---|-------|-------|
| Question 2 | <p>15 Marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language</p> <p>No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 content points are expected, but more are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 15 to be awarded for content.</p> <p>Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose. Alternative answers may also be credited, if relevant to the task.</p> <p>10 marks are available for Writing (see tables below).</p> | | |

| Question | Answer | Marks | Notes |
|----------|--|-------|-------|
| 2 | <p>Probleme:</p> <ul style="list-style-type: none"> • Jugend hat kein Interesse • Weniger spielen ein Instrument • Kinder/Jugendliche (mit Migrationshintergrund) kennen keine westliche/klassische Musik • Kinder werden unterfordert (oder: Kinder werden mehr herausgefordert als Lösungsansatz; award one mark only) • Schulfach Musik ist heutzutage unwichtig/Prinzip der Freiwilligkeit • Gesellschaftliche Einstellung: nur für alte Leute/nur für spezielle Gesellschaftsschicht • Musik(er) zu altmodisch; sind zu Mumien geworden/nicht volksnah • Zu wenig präsent in modernen Medien/geänderte Art des Musikhörens • Konzertkarten zu teuer • Kleiderordnung in Konzerten zu streng • Gestiegene Konkurrenz durch andere Musikarten • Muss sich konzentrieren/ernst <p>Lösungsansätze:</p> <ul style="list-style-type: none"> • Künstler als Vermittler, z. B. Schulbesuche/Konzerte/Projekte • Appell an Gefühle • Nicht alles lustig/cool/unterhaltsam gestalten • Transfer der klassischen Musik in eine andere Umgebung • Kinder sollen mehr gefordert werden (oder: Kinder werden unterfordert als Problem; award one mark only) • Förderung von eigenem Umgang mit Musik, z. B. Komponieren und neue Musik • Vermittler und Musiker sollten jünger sein • Mehr Kontakt zu Musik im Elternhaus/spielerische Entdeckung von Musik im Kindesalter • mehr Angebote in der Schule | 25 | |

| Question | Answer | Marks | Notes |
|--|--|-------|-------|
| Writing: Style and Organisation | | | |
| 5 (Excellent) | Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose. | | |
| 4 (Good) | Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage. | | |
| 3 (Adequate) | Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus. | | |
| 2 (Weak) | Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow. | | |
| 1 (Poor) | Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance. | | |
| Writing: Accuracy of Language | | | |
| 5 (Excellent) | Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors. | | |
| 4 (Good) | Clear, appropriate language. Appropriate vocabulary. Few technical errors. | | |
| 3 (Adequate) | Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Some lifting. | | |
| 2 (Weak) | Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors OR language is almost entirely lifted. | | |
| 1 (Poor) | Thin, inappropriate use of language. Confused and obscure. Many errors. | | |