Cambridge IGCSE™

FIRST LANGUAGE GERMAN	**0505/01**
Paper 1 Reading	**May/June 2025**
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 2025 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.

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.

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.

Annotation	Meaning
✔	Correct: credit for content point or good language
✖	Incorrect
BOD	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.
NBOD	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.
HA	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.
INVL	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.)
IR	Irrelevant
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

Annotation	Meaning
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)	• Felder sind abgeerntet; Stoppelfelder • Mais beginnt trocken zu werden • Das Rascheln vom Mais klingt anders • Weniger Vogelzwitschern; mehr Grillenzirpen	4	
1(b)	• Ist [aus einer Klinik] weggelaufen/krank • Es war nicht ihre erste Klinik • Ihre Mutter wollte eine gute Klinik/Behandlung für ihre Tochter / Keine gute Beziehung su ihren Eltern	3	*Reject:* weggegangen for weggelaufen
1(c)	• Traditionell/immer dasselbe/einfallslos/nicht originell/langweilig	1	
1(d)	• Sie sieht gut/gesund aus / Äußerlich wirkt sie gut/gesund • aber [innerlich] fühlt sich nicht gut	2	
1(e)(i)	• Ihr Anhänger ist im Graben steckengeblieben / Alleine ist Liss nicht stark genug, den Anhänger aus dem Graben zu ziehen	1	
1(e)(ii)	• Es ist eine wirkliche Frage/kein Befehl / Sie hat die Wahl • anders als sie es gewohnt ist	2	
1(f)	Drei von: • Alles ist ihr gleichgültig (und wenn nicht dann eben nicht; mit irgendwas drauf) • Abergläubisch; zählt Schritte • Hat psychische Probleme; ist gestresst/angespannt (will nicht auf Fugen treten) • Einsam/allein; redet mit sich selber (um ihre Stimme zu hören) • Sie versucht Menschen zu vermeiden • Fühlt sich frei; nicht verfolgt • Positiv berührt, dass Liss sie um Hilfe bittet	3	

Question	Answer	Marks	Not Allowed Responses
2(a)	Zwei von: • Vergleich mit Wasser • Die Hitze des Sommers • Sorglosigkeit/fröhliche Atmosphäre/Freiheit des Sommers	**2**	
2(b)	• Ellipse; unterbrochener Satz; Satz nicht zu Ende geführt • zeigt die zerstückelten/plötzlichen Gedanken von Sally	**2**	
2(c)	• Liss fühlt sich frei (in der Landschaft) • aber sie ist nicht wirklich frei (feststeckender Hänger)	**2**	
2(d)	• Ironisch/sarkastisch/abwertend gemeint	**1**	
2(e)	• Zeigt zwei verschiedene Welten/Hintergründe • Hilft den Lesern die Charaktere besser/unterschiedlich zu verstehen	**2**	

Question	Answer	Marks	Not Allowed Responses
3	**Vorteile** • Spart Zeit/kein Pendeln (Text B und C) • Spart Geld für Arbeitnehmer (Text B) • Geringere Kosten für Arbeitgeber/Keine Bürofläche notwendig (Text B) • Besser für die Umwelt (Text B) • Verbessert die Work-Life-Balance (Text B)/mehr Zeit für sich (Text C) • Keine regionale Bindung für Arbeitnehmer (Text C) • Gut für die psychische Gesundheit/reduziert Stress (Text B) • Geringere Ansteckungsgefahr (Viren) (Text C) • Zeit flexibler einteilen (Text C) • Bequem (Text C) **Nachteile** • Keine Trennung von Beruf- und Privatleben/Grenzen verschwimmen/Schwer von den Arbeit abzuscheiden (Text B) • Kein Büroraum zu Hause/beengt (Text B) • Decke fällt einem auf den Kopf /weniger Abwechslung (Text C) • Hohe Selbstdisziplin/Zeitmanagement erforderlich (Text B) • Weniger soziale Kontakte (Text C) • Weniger Austausch mit Kollegen/fehlender Teamgeist/abgekapselt (Text C) • Erschwerte Aufstiegschancen (Text B) • Möglicher Kontrollverlust für Arbeitgeber (Text B) • Gesundheitsrisiken durch Bewegungsmangel (Text C) • Bildschirmzeit nimmt zu (Text C)	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