Cambridge IGCSE™

FIRST LANGUAGE GERMAN	**0505/02**
Paper 2 Writing	**May/June 2025**
MARK SCHEME	
Maximum Mark: 50	

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Published

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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.

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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.

Annotations

Annotation	Meaning
✔	Correct: credit for content point or good language
✘	Incorrect
∿	Grammatical, spelling or punctuation error
?	Meaning unclear or illegible
∧	Omission (of letter, character, word, etc.)
IR	Irrelevant
CON	Contradiction
DET	Relevant detail
DEV	Development of point or idea
EVAL	Evaluation
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
Highlighter	Highlight
Off-page comment	Used to make a holistic comment about the script

German 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
Section A: Discursive/Argumentative Writing Question 1 or 2 This question tests the following writing assessment objectives (25 marks): **W1** articulate experience and express what is thought, felt and imagined **W2** organise and structure ideas and opinions for deliberate effect **W3** use a range of vocabulary and sentence structures appropriate to context **W5** make accurate use of spelling, punctuation and grammar. **EITHER**		
1	Künstliche Intelligenz wird in den meisten Bereichen der Arbeitswelt immer wichtiger. Diskutieren sie Vor- **und** Nachteile. Use **Table A** to give a mark out of 12 for style and accuracy, and **Table B** to give a mark out of 13 for content and structure.	**25**
OR		
2	„Ein Leben ohne Musik ist kein richtiges Leben!" Argumentieren Sie entweder für **oder** gegen diese Aussage. Use **Table A** to give a mark out of 12 for style and accuracy, and **Table B** to give a mark out of 13 for content and structure.	**25**
Section B: Descriptive/Narrative Writing Question 3 or 4 This question tests the following writing assessment objectives (25 marks): **W1** articulate experience and express what is thought, felt and imagined **W2** organise and structure ideas and opinions for deliberate effect **W3** use a range of vocabulary and sentence structures appropriate to context **W5** make accurate use of spelling, punctuation and grammar. **EITHER**		
3	Ihr Lieblingsverein hat ein wichtiges Spiel. Sie stehen in der Schlange und warten auf den Einlass. Schildern Sie, was Sie wahrnehmen, denken und fühlen. Use **Table A** to give a mark out of 12 for style and accuracy, and **Table C** to give a mark out of 13 for content and structure.	**25**
OR		
4	„Glück gehabt – gerade noch davongekommen!" Schreiben Sie eine spannende Geschichte mit diesem Titel. Use **Table A** to give a mark out of 12 for style and accuracy, and **Table C** to give a mark out of 13 for content and structure.	**25**

Marking criteria for Section A and Section B

Table A: Style and accuracy

Use the following table to give a mark out of 12 for Writing.

Level	Marks	Descriptor
5	11–12	• Precise, well-chosen range of vocabulary appropriate to the style of writing. Uses sophisticated expressions. (W3) • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Spelling, punctuation and grammar almost always accurate. (W5)
4	8–10	• Mostly well-chosen range of vocabulary appropriate to style of writing. Uses expressions which are varied and often effective. (W3) • Uses a range of sentence structures accurately, including some complex ones. (W3) • Spelling, punctuation and grammar mostly accurate, with some minor errors. (W5)
3	5–7	• Adequate range of vocabulary appropriate to the style of writing which is sometimes well-chosen. (W3) • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Spelling, punctuation and grammar generally accurate, but with some errors. (W5)
2	3–4	• Simple range of vocabulary appropriate to the style of writing which may be repetitive. (W3) • Uses simple sentence structures accurately which may be repetitive. Sometimes attempts more complex sentence structures with limited success and/or clarity. (W3) • Frequent errors of spelling, punctuation and grammar, occasionally serious, but which do not impair communication. (W5)
1	1–2	• Limited range of, and/or imprecise vocabulary appropriate to the style of writing. (W3) • Uses simple sentence structures, sometimes inaccurately. (W3) • Persistent errors of spelling, punctuation and grammar impair communication. (W5)
0	0	• No creditable content.

Marking criteria for Section A

Table B: Content and structure

Level	Marks	General and specific marking criteria	
5	12–13	**General** • Ideas and/or experiences are well expressed, with excellent use of language to convey what is thought, felt and/or imagined. (W1) • Structure is clear, well balanced and carefully organised for deliberate effect. (W2)	
		Specific – discursive *Comprehensive and perceptive discussion; consistently developed with every stage of the discussion linked in a logical way and supported by a wide range of appropriate facts, ideas and opinions, with an extensive awareness of differing viewpoints.*	**Specific – argumentative** *Well-focused and persuasive argument; consistently developed with every stage of the argument linked in a logical way and supported by a wide range of appropriate facts, ideas and opinions.*
4	9–11	**General** • Ideas and/or experiences are generally well expressed, with good use of language to convey what is thought, felt and/or imagined. (W1) • Structure is mostly clear, balanced and well organised, with some choices made for deliberate effect. (W2)	
		Specific – discursive *Coherent discussion, nearly all stages of the discussion are clearly developed and linked in a logical way, supported by mostly appropriate facts, ideas and opinions, with a good awareness of differing viewpoints.*	**Specific – argumentative** *Coherent, almost always persuasive argument; nearly all stages of the argument are clearly developed and linked in a logical way and supported by mostly appropriate facts, ideas and opinions.*
3	6–8	**General** • Ideas and/or experiences are expressed, with some good use of language to convey what is thought, felt and/or imagined. (W1) • Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)	
		Specific – discursive *Relevant discussion, with some stages of the discussion developed and linked together in a logical way and supported by some appropriate facts, ideas and opinions, and some awareness of differing viewpoints. There may be some repetition.*	**Specific – argumentative** *Relevant argument, at times persuasive, with some stages of the argument developed and linked together in a logical way and supported by some appropriate facts, ideas and opinions. There may be some repetition.*

Level	Marks	General and specific marking criteria
2	3–5	**General** • A few ideas and/or experiences are expressed, with some attempt to convey what is thought, felt and/or imagined. (W1) • Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)
		Specific – discursive *Simple discussion, with limited range of facts, ideas and opinions and limited development and linking of points. There may be limited relevance or awareness of differing viewpoints. There may be significant repetition.* **Specific – argumentative** *Simple argument, with limited range of facts, ideas and opinions and limited development and linking of arguments. There may be limited relevance. There may be significant repetition.*
1	1–2	**General** • Few or no ideas or experiences are expressed, with little or no attempt to convey what is thought, felt or imagined. (W1) • There is limited structure with little or no organisation of ideas to achieve effects. (W2)
		Specific – discursive *The response is hard to follow, with little relevance or attempt to convey facts, ideas or opinions.* **Specific – argumentative** *The response is hard to follow, with little relevance or attempt to convey facts, ideas or opinions.*
0	0	• No creditable content.

Marking criteria for Section B

Table C: Content and structure

Level	Marks	General and specific marking criteria
5	12–13	**General** • Ideas and/or experiences are well expressed, with excellent use of language to convey what is thought, felt and/or imagined. (W1) • Structure is clear, well balanced and carefully organised for deliberate effect. (W2)
		Specific – descriptive *The description is strongly conveyed and consistently developed; ideas, images and sensory details create a convincing and engaging overall picture with varieties of focus.* **Specific – narrative** *The plot is strongly conveyed and consistently developed with convincing and engaging features of fictional writing such as description, characterisation and effective climax.*
4	9–11	**General** • Ideas and/or experiences are generally well expressed, with good use of language to convey what is thought, felt and/or imagined. (W1) • Structure is mostly clear, balanced and well organised, with some choices made for deliberate effect. (W2)
		Specific – descriptive *The description is almost always clearly conveyed and developed; ideas, images and sensory details create a mostly convincing overall picture.* **Specific – narrative** *The plot is almost always clearly conveyed and developed with mostly convincing features of fiction writing such as characterisation, detail and climax.*
3	6–8	**General** • Ideas and/or experiences are expressed, with some good use of language to convey what is thought, felt and/or imagined. (W1) • Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)
		Specific – descriptive *The description is relevant with some development; ideas, images and sensory details create an, at times, convincing overall picture, even where the writing may sometimes be in a narrative style.* **Specific – narrative** *The plot is relevant and cohesive, with some development and some convincing features such as characterisation, detail and climax of the story.*
2	3–5	**General** • A few ideas and/or experiences are expressed, with some attempt to convey what is thought, felt and/or imagined. (W1) • Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)

Level	Marks	General and specific marking criteria	
		Specific – descriptive *The description has some simple details, with limited development and/or the response may be more typical of a narrative. There may be limited relevance.*	**Specific – narrative** *The plot is simple, with limited development and limited use of the features of narrative writing, such as characterisation, detail and climax. There may be limited relevance.*
1	**1–2**	**General** • Few or no ideas or experiences are expressed, with little or no attempt to convey what is thought, felt or imagined. (W1) • There is limited structure with little or no organisation of ideas to achieve effects. (W2)	
		Specific – descriptive *The description is unclear in relation to the task, lacks detail and conveys little to the reader.*	**Specific – narrative** *The plot is hard to follow with little relevance to the task and may consist of events which are presented with little clarity.*
0	**0**	• No creditable content.	