FIRST LANGUAGE GERMAN	0505/01
Paper 1 Reading	May/June 2020
MARK SCHEME	
Maximum Mark: 50	

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **8** 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.

Annotation	Meaning
✔	correct
✘	incorrect
^	omission
BOD	benefit of the doubt
NBOD	no benefit of the doubt
HA	harmless addition
IR	irrelevant
INVL	invalidates
/	to show the end of a word count
REP	repetition
SEEN	use to annotate blank pages and any pages without any annotations on them

Question	Answer	Marks
1	20 content marks 5 language marks In own words: N.B. Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0	
1(a)	• letztes Jahr bei Eltern im Kinderzimmer • jetzt im Internat im Zweibettzimmer	**2**
1(b)	• mit Bruder zum Training gegangen als sie 4 war • Trainer hat sie als Kandidatin für Sportinternat vorgeschlagen • (erfolgreiches) Spielen vor Auswahljury	**3**
1(c)	• wohnen weit weg von Eltern • keine Zeit für Hobbies • sehr jung; waren vorher noch nie länger von zu Hause weg	**3**
1(d)	• nur wenn es emotional stimmt, sind die sportlichen Leistungen gut	**1**
1(e)	• Frühstück um 7 • morgens Training für 2 Stunden • Unterricht beginnt um 10 • Licht aus um 9 Uhr	**4**
1(f)	Any 3 of 4: • wenn sie verletzt sind, bedroht das ihre Karriere • wenn sie nicht gut genug sind, müssen sie die Schule verlassen • sie stehen ständig unter Beobachtung/viele Prüfungen • müssen auch in den Ferien trainieren OR müssen an Wochenenden spielen	**3**
1(g)	• glücklich über die Aufnahme im Internat • unzufrieden, wenn sie verletzungsbedingt nicht spielen kann • hartes Leben, aber sie lacht trotzdem • dankbar für Hilfe von Lehrern	**4**

Question	Answer	Marks
1	Give up to 5 marks for Accuracy (a holistic mark for Question 1). **Writing: Accuracy of Language** <table><tr><td>5 (Excellent)</td><td>Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.</td></tr><tr><td>4 (Good)</td><td>Clear, appropriate language. Appropriate vocabulary. Few technical errors.</td></tr><tr><td>3 (Adequate)</td><td>Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.</td></tr><tr><td>2 (Weak)</td><td>Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.</td></tr><tr><td>1 (Poor)</td><td>Thin, inappropriate use of language. Confused and obscure. Many errors.</td></tr></table>	

Question	Answer	Marks
2	15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language No marks will be awarded for anything the candidate writes beyond the upper word limit. 15 content points are required, but more than 15 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. 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. 10 marks are available for Writing (see tables below). Candidates are instructed to write a summary of 250 characters structured around the focus points given on the question paper. Part of the skill of this task is to write succinctly, and candidates who keep to the constraints of the character limit should be rewarded. Count up to **250** words used by the candidate; STOP at **250,** and put a slash / after the 250th word. Do not count punctuation.	

Question	Answer	Marks
2	**Vorteile:** • spezialisierte Fachkräfte als Lehrer • gute Vorbereitung auf die Karriere • intensive Betreuung durch Lehrer • bessere Förderung, kleine Klassen, viel extra Hilfe (z. B. ältere Schüler) • Abstand von Eltern gewinnen/Freiraum bekommen • bessere Noten, niedrige Durchfallquote • lernen in Gemeinschaft • Persönlichkeitsbildung/Entwicklung sozialer Kompetenzen/Stärkung des Selbstbewusstseins • Lehrer sind ansprechbarer; Probleme schneller gelöst • höhere Motivation (besonders am Anfang) • es ist immer jemand zum Reden da **Nachteile**: • anstrengender/langer Tag • fehlender Familienkontakt • wenig Freizeit • hoher Leistungsdruck/viele Prüfungen • strenge Regeln/Struktur • Probleme/Konfrontationen mit anderen Schülern • mangelnde Privatsphäre/immer jemand da • finanzielle Implikationen/kostet viel	25

Question	Answer	Marks
2	**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.