



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE GERMAN

0505/01

Paper 1 Reading

May/June 2019

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 2019 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 **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.

Question	Answer	Marks	Not allowed responses
<p>Question 1 20 marks for Content 5 marks for Accuracy of Language</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"> • schnelles Essen • verzehrfertig gekauft 	2	einfach
1(b)	<ul style="list-style-type: none"> • Es geht schnell/Zeitmangel • es schmeckt gut/Kinder mögen sein Essen nicht; • die Küche bleibt sauber 	3	
1(c)	<ul style="list-style-type: none"> • viele Kalorien; 1000 Kalorien in Burger • scheinbar gesunde Lebensmittel können versteckte Kalorien enthalten; Salat mit falschem Dressing enthält viele Kalorien • Zusatzstoffe verursachen größeren Appetit 	3	Fast Food hat 1000 Kalorien (too general)
1(d)	<ul style="list-style-type: none"> • es wird nicht bewusst/genussvoll gegessen; man konzentriert sich nichts aufs Essen • man achtet nicht auf das Sättigungsgefühl/man isst mehr 	2	
1(e)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • Sättigungsgefühl hält nicht lang an • Fast Food nur als Snack/man isst nachher noch eine richtige Mahlzeit • man kaut nicht richtig/Gesundheitsprobleme • Verdauungsprobleme 	2	

Question	Answer	Marks	Not allowed responses
1(f)(i)	<ul style="list-style-type: none"> • Man muss sich ausgewogen ernähren. Beispiele (any two): • es kommt auf die tägliche Mischung an (Fast Food zum Mittag heißt gesundes Essen restlichen Tag) • es kommt auf die Menge an (wenn man zu viel Fast Food isst, hilft auch viel Gemüse nicht) • man darf Fast Food nicht nur als Snack ansehen Man soll nicht regelmäßig Fast Food essen, manchmal ist okay 	3	
1(f)(ii)	<p>Any two of the following:</p> <ul style="list-style-type: none"> • kurz/prägnant; man kann es sich merken • Alliteration; es beginnt mit dem gleichen Buchstaben • Es klingt/ist ähnlich/fast gleich 	2	
1(g)	<ul style="list-style-type: none"> • ihnen schmeckt selbst gekochtes Essen nicht • Gruppenzwang/cooler • Kaufaul 	3	

Question	Answer	Marks	Not allowed responses
<p>Question 1 Give up to 5 marks for Accuracy (a holistic mark for Question 1).</p> <p>Writing: Accuracy of Language</p>			
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.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		

Question	Answer	Marks	Not allowed responses
Question 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 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).

Question	Answer	Marks	Not allowed responses
2	<p>Vorteile Fast Food:</p> <ul style="list-style-type: none"> • schnell/spart Zeit/verzehrfertig • schmeckt gut • kein Aufräumen <p>Vorteile Slow Food:</p> <ul style="list-style-type: none"> • sauber/fair produziert • gastronomische Vielfalt • keine Zusatzstoffe bzw. Gentechnik • man weiss woher das Essen kommt/Vertrauen zum Erzeuger/offener Produktionsprozess/man weiss was drin ist • gesünder • (mehr) Spaß/Genuss <p>Nachteile Fast Food:</p> <ul style="list-style-type: none"> • kalorien- und fettreich • wenig Nährstoffe • viele Zusatzstoffe • wenig Ballaststoffe • kaufaul/Verdauungsprobleme • weil man schnell isst, isst man mehr bis man sich satt fühlt; • wird nur als Snack angesehen • Gefahr der einseitigen Ernährung • weniger Zeit (gemeinsam mit Freunden oder Familie) beim Essen <p>Nachteile Slow Food:</p> <ul style="list-style-type: none"> • kann teurer sein als Supermarkt • sehr zeitintensiv/Einkauf dauert länger • nicht so viel Auswahl/saisonale Beschränkung 	25	<p>einfach</p> <p>ungesund (nicht im Text)</p>

Question	Answer	Marks	Not allowed responses
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.		