CAMBRIDGE
International Education

Cambridge IGCSE™

FIRST LANGUAGE GERMAN **0505/02**

Paper 2 Writing **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **11** printed pages.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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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

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Question	Answer	Marks
Further 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		

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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	**Sind Altersgrenzen immer sinnvoll und gerecht? 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	**„In wirtschaftlich schlechten Zeiten muss der Staat besonders bei Kunst und Kultur sparen.“** **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**

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Question	Answer	Marks
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	**Sie sind am schönsten Ort der Welt. Beschreiben 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	**Schreiben Sie eine Geschichte mit dem Titel „Ein Tag im Märchenland“.** 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**

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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.

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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.*

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<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">3–5</td><td colspan="2">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)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1–2</td><td colspan="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)</td></tr>
<tr><td>Specific – discursive
The response is hard to follow, with little relevance or attempt to convey facts, ideas or opinions.</td><td>Specific – argumentative
The response is hard to follow, with little relevance or attempt to convey facts, ideas or opinions.</td></tr>
<tr><td>0</td><td>0</td><td colspan="2">• No creditable content.</td></tr>
</table>

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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.*

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<table>
<tr><th>Level</th><th>Marks</th><th colspan="2">General and specific marking criteria</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">3–5</td><td colspan="2">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)</td></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td rowspan="2">1</td><td rowspan="2">1–2</td><td colspan="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)</td></tr>
<tr><td>Specific – descriptive
The description is unclear in relation to the task, lacks detail and conveys little to the reader.</td><td>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.</td></tr>
<tr><td>0</td><td>0</td><td colspan="2">• No creditable content.</td></tr>
</table>

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