

New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2018**

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**German**

**Assessment Unit A2 3**

*assessing*

**Extended Writing**

**[AGM31]**

**FRIDAY 8 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for **GCE German**.

Candidates should be able to:

- AO1** Understand and respond, in speech and writing, to spoken language drawn from a variety of sources, including face-to-face interaction.
- AO2** Understand and respond, in speech and writing, to written language drawn from a variety of sources.
- AO3** Manipulate the language accurately and appropriately, in spoken and written forms, using a range of lexis and structure.
- AO4** Show knowledge and understanding of, and respond critically and analytically to different aspects of the culture and society of countries and communities where the language is spoken and demonstrate critical analysis and evaluation of works created in the language studied.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Marking calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form in English. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

One strand of QWC will be assessed:

- ensuring that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

QWC will be assessed qualitatively and holistically and the standard required will be evident in the level banding marking criteria for each question.

Level 5: Quality of written communication is excellent.

Level 4: Quality of written communication is very good.

Level 3: Quality of written communication is good.

Level 2: Quality of written communication is quite good.

Level 1: Quality of written communication is weak.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 5 (Excellent):** Presentation, spelling, punctuation and grammar are excellent and meaning is very clear.

**Level 4 (Very Good):** Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

**Level 3 (Good):** Presentation, spelling, punctuation and grammar are good and meaning is clear.

**Level 2 (Quite Good):** Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 1 (Weak):** Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

## A2 3 Extended Writing

### Target Assessment Objective AO2

Bands	AO2 Performance Descriptors Understanding	Marks
5	The candidate demonstrates an excellent understanding of the requirements of the question. The question is addressed appropriately and coherently with minimum repetition and no irrelevant material. There is very good evidence of analysis.	[29]–[35]
4	The candidate shows a very good understanding of the requirements of the question. The question is addressed appropriately and coherently. There is good evidence of analysis.	[22]–[28]
3	The candidate shows good understanding of the requirements of the question. The response may be of a general nature, lacking structure or uneven.	[15]–[21]
2	The candidate shows quite limited understanding of the requirements of the question. The response may be unstructured or inconsistent.	[8]–[14]
1	The candidate shows very limited understanding of the requirements of the question. Very little relevant information is given.	[1]–[7]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

### Target Assessment Objective AO4

Bands	AO4 Performance Descriptors Knowledge	Marks
5	The candidate demonstrates an excellent knowledge of the text studied, focusing appropriately on key aspects of the question. Detailed knowledge, views, arguments and insights are presented clearly.	[17]–[20]
4	The candidate shows a very good knowledge of the text studied, focusing appropriately on certain key aspects of the question.	[13]–[16]
3	The candidate shows good knowledge of the text studied and is able to focus on some aspects of the question.	[9]–[12]
2	The candidate shows quite limited knowledge of the text studied. There may be a lack of focus on key aspects of the question. Information given may be generally vague.	[5]–[8]
1	The candidate shows very limited knowledge of the text studied. Little relevant information is given.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

## Target Assessment Objective AO3

<b>Bands</b>	<b>AO3 Performance Descriptors Target Language</b>	<b>Marks</b>
5	Excellent command of language with frequent and complex structures appropriate to this level. Examples of idiomatic language evident. Some errors but only where more complex language is used.	[17]–[20]
4	Very good, clear, well structured language much in evidence. Few basic errors and some use of more complex idiom and structures evident.	[13]–[16]
3	Good control of basic grammar and structures evident. Generally characterised by some lack of complex language and quite limited vocabulary with frequent misspellings. There may be some use of anglicised forms.	[9]–[12]
2	Frequent errors and inconsistent control of basic grammar and structures. Generally has difficulty with basic vocabulary and may revert to use of anglicised forms or English words. Quite limited.	[5]–[8]
1	Predominance of grammatical and lexical errors that inhibit communication. Very limited command of idiom and vocabulary. Regular misspellings. Gaps and use of English common. Very limited.	[1]–[4]
0	No valid response/incorrect/inappropriate/not worthy of credit.	[0]

**Marks for AO2 [35]**

**Marks for AO4 [20]**

**Marks for AO3 [20]**

**Total marks [75]**

## A2 3 Extended Writing Indicative Content

Examiners should look for a cogent and structured answer based on **some** of the following points and others which may be relevant.

### 1 Dürrenmatt: *Der Besuch der alten Dame*

(a) Inwiefern geht es in diesem Stück um die Macht des Geldes?

- Claire will die Güllener kaufen “Ich gebe euch eine Milliarde und kaufe mir dafür die Gerechtigkeit. Eine Milliarde für Güllen, wenn jemand Alfred Ill tötet”
- “Anständig ist nur, wer zahlt, und ich zahle”
- jeder ist käuflich
- Doppelmoral
- Korruptierbarkeit
- die totale und willkürliche Herrschaft des Kapitals über Moral und Gesellschaft

oder

(b) Welches Bild vom Pfarrer bekommen wir in diesem Stück?

- Respektsperson in Güllen
- Heuchler
- kann und will Ill nicht helfen
- spricht in Floskeln
- drängt Ill am Ende zu flüchten

## 2 Frisch: *Andorra*

(a) Wie beurteilen Sie die Person des Paters und sein Verhalten in diesem Stück?

- die Stellung des Paters
- der Pater als Vertreter der Kirche
- Vermittlerrolle zwischen Andri und seinem Vater
- Gespräch mit Andri über sein Anderssein
- Bildnisthematik
- der Pater an der Zeugenschanke

oder

(b) Untersuchen Sie das Thema Gewalt in diesem Stück.

- der Soldat und Andri
- der Soldat und Barblin
- die Ermordung der Senora
- die Judenschau
- die Zeugen an der Zeugenschanke

### 3 Herrndorf: *Tschick*

(a) Wie werden die Erwachsenen in diesem Roman dargestellt?

- Maiks Eltern
- die Lehrer
- die Polizei
- die Ärzte
- die Krankenschwestern
- die Sprachtherapeutin
- negative Darstellung: peinlich, unverständlich, bedrohlich, aggressiv
- Maik und Tschick versuchen, der Erwachsenenwelt zu entkommen

**oder**

(b) Inwiefern kann man diesen Roman als eine lustige Geschichte bezeichnen?

- die Sprache
- komische Situationen
- Verhaltensweisen der anderen
- trockener Humor

#### 4 Kaminer: *Russendisko*

(a) Wie stellt Kaminer (in seinem Buch) das Leben und die Probleme in der Großstadt Berlin dar?

- die multikulturelle Gesellschaft und das Miteinander verschiedener Kulturgruppen (Geschäftstarnungen; Die Mücken sind anderswo)
- Einsamkeit in der Großstadt (Mein erster Franzose)
- unkonventionelle Liebesbeziehungen (Beziehungskiste Berlin; Nur die Liebe sprengt die Welt)
- Prostitution für viele Frauen die einzige Erwerbsquelle
- Spielsucht
- Arbeitslosigkeit und die Schwierigkeiten, Arbeit zu finden und den Lebensunterhalt zu verdienen
- Wohnungsprobleme
- Berlin ist eine besondere Stadt; nichts ist hier echt, jeder ist er selbst und gleichzeitig ein anderer (Doppelleben) in Berlin

oder

(b) Inwiefern ist *Russendisko* Gesellschaftskritik oder einfach eine Sammlung humorvoller Geschichten?

- ironische Darstellung von Klischees zeigt den verkrampften Umgang der Deutschen mit "Ausländern", Fremdenfeindlichkeit und Fremdenphobie
- illegale Einwanderung und illegaler Aufenthalt in Deutschland und fehlende Integration von Ausländern
- Darstellung der verschiedenen kulturellen Gruppen und so genannten 'Randgruppen'
- das einsame Leben in der Großstadt, es existieren keine stabilen, verlässlichen Beziehungen mehr, wird scheinbar verdeckt durch einen lustig erscheinenden Plauderton
- verschiedene, unvereinbare Ansichten in Bezug auf Anerkennung der Juden in Deutschland
- Autor hält der Gesellschaft einen Spiegel vor, trotz ich-Form ironisch, oft unterschwellig
- durch gewisse Übertreibung und ironische Zuspitzung macht er Verhältnisse in der Gesellschaft sichtbar
- Political Correctness vs. unverblünte Sprache
- zynische Sprache, aber ungerührt, es gibt keinen offensichtlichen 'moralischen Appell' aber die zynische Sprache und ironische Sicht auf diese Randgruppen der Gesellschaft regen zum Nachdenken an
- seine Komik dient oft als oberflächliche Tarnung, ('deutsche' Werte werden in Frage gestellt – Weimar, Anselm Kiefer, Umgang der Deutschen mit dem Nationalsozialismus)