



Rewarding Learning

**ADVANCED
General Certificate of Education
2022**

German

Assessment Unit A2 3

assessing

Extended Writing

[AGM31]

WEDNESDAY 22 JUNE, AFTERNOON

**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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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

Bands	AO3 Performance Descriptors Target Language	Marks
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 Gerechtigkeit?

- Claires Rache an Ill
- Claires Rache an den Güllenern
- Claires Rache an Männern
- Ill muss für seine Fehler zahlen
- seine Familie lässt ihn im Stich
- Mathilde Blumhardt wurde ebenfalls von Ill betrogen und rächt sich nun an ihm
- die Güllener machen sich schuldig an Ills Tod

oder

(b) Wie entwickelt sich Ill im Verlaufe des Stückes?

- er ist selbstbewusst
- er glaubt, dass er die Kontrolle über die Situation hat
- er glaubt, dass er die Unterstützung seiner Mitbürger hat
- er erkennt langsam, wie sich die Güllener von ihm abwenden
- sogar seine eigene Familie unterstützt ihn nicht mehr
- er wird sich langsam seiner Schuld bewusst
- er versucht zunächst, sich zu retten
- er akzeptiert seine 'Strafe'

2 Frisch: *Andorra*

(a) Untersuchen Sie die Rolle der Frauen in diesem Stück.

- Es gibt nur drei Frauen in diesem Stück: untergeordnete Rolle und schwach?
- Barblin: sie ist Andris Verlobte und große Liebe; ihre Bedeutung beim ersten Wendepunkt (Krach mit der Familie) und zweiten Wendepunkt (Andris Zusammenbruch nach Barblins Vergewaltigung); mutige Heldin bei der Judenschau; ihr Wahnsinn am Ende des Stücks und ihre Außenseiterrolle.
- Mutter: sie zeigt bedingungslose Liebe für Andri, obwohl sie von Can betrogen wurde und Andri 'nur' ihr Stiefsohn ist; sie sagt Can die Wahrheit; sie spielt nur eine kleine Rolle im Stück.
- Senora: sie ist eine Schwarze und Andris leibliche Mutter, die Andri aus Feigheit im Stich gelassen hat; sie wird von den Andorranern ermordet und wird somit zum Auslöser für die Ereignisse am Ende des Stücks.
- Alle drei sind Opfer und zeigen Mut auf ihre Weise; sie spielen eine wichtige Rolle in Andris Leben.

oder

(b) Wie wird Andri von dem Bildnis beeinflusst, das sich die Andorraner von ihm machen?

- Andris Optimismus zu Beginn des Stücks
- Vorurteile der Andorraner und wie Andri darunter leidet
- Andri darf Barblin nicht heiraten
- Gespräch mit dem Pater
- Andris Zusammenbruch
- Andri nimmt die Rolle des Juden/ sein Anderssein an; Außenseiterrolle
- sein Tod

3 Herrndorf: *Tschick*

(a) Welche Bedeutung hat die Freundschaft zwischen Maik und Tschick?

- das gemeinsame Abenteuer verbindet sie
- Entwicklung der Persönlichkeit
- Erwachsenwerden
- wahre Freundschaft, in der sich beide akzeptiert/ernst genommen/verstanden fühlen – ohne Vorurteile, ohne Rücksicht darauf, was andere denken
- sie helfen einander in die Freiheit/Unabhängigkeit/Selbstständigkeit
- sie sprengen die Grenzen ihrer sozialen Herkunft
- sie sprechen über Gefühle
- Tschick kommt zu der Erkenntnis, dass er schwul ist und Maik nimmt ihn an; Maik findet ihn nicht dumm und asozial
- Maik gewinnt Selbstbewusstsein, Tschick findet ihn nicht langweilig
- Selbstwertgefühl

oder

(b) Inwiefern kann man sagen, dass Kindheit und Jugend in diesem Roman als eine schwierige Zeit bezeichnet wird?

- Tschick und Isa haben keine Eltern bzw. werden vernachlässigt, sind verwahrlost
- Tschick hat einen kriminellen Bruder;
- er landet am Ende im Heim; er bekommt großen Ärger mit der Polizei
- Isa muss sich vollkommen alleine durchschlagen; lebt im Müll; lebt in Gefahr
- Maiks Eltern kümmern sich nicht um ihn; er verbringt den Sommer schon als kleines Kind allein
- Maiks Mutter ist Alkoholikerin und so unberechenbar, dass sie sogar Maik angegriffen hat
- Maiks Elternhaus ist kaputt; sein Vater hat ein Verhältnis mit seiner Sekretärin
- Maiks Vater ist gewalttätig
- es gibt wenige echte Freundschaften; man muss sich ständig vor den anderen beweisen
- es ist schwer, verliebt zu sein
- die Lehrer scheinen unfähig und desinteressiert
- in der Schule lernt man wenig, was wichtig ist im Leben; man lernt mehr aus Büchern und Fernsehen
- man muss seine Stelle/Position in der Gesellschaft/Welt finden

4 Kaminer: *Russendisko*

(a) Inwiefern gelingt es Kaminer in diesem Buch, sein Publikum zum Lachen zu bringen?

- ironische Darstellung von zum Teil sehr ernsten und auch traurigen Ereignissen
- viele Tabuthemen werden behandelt und schließen oft mit einer Pointe ab
- durch eine teilweise übertriebene Erzählweise erscheinen die Geschichten eher lustig obwohl es sich auch um eher tragische persönliche Erlebnisse handelt.
- oft unglaubliche Geschichten, die durch eher harmlose Vergleiche oft satirisch dargestellt werden, bringen uns zum Lachen, regen aber auch zum Nachdenken an
- seine teilweise zynische Sprache und ironische Sicht auf bestimmte Randgruppen
- es bleibt dem Leser überlassen, ob er lacht oder nicht
- Kaminer urteilt nie, sondern porträtiert die Verhaltensweisen seiner Landsleute, Freunde und Bekannten
- weil er nicht moralisiert, fällt es vielleicht leichter zu lachen

oder

(b) Inwiefern gelingt es dem Erzähler, mit dem Buch gesellschaftliche Missstände zu kritisieren?

- 'Political Correctness'
- das einsame Leben in der Großstadt
- Anerkennung der Juden in Deutschland
- Illegale Einwanderung
- Probleme der Einwanderer, Arbeit zu bekommen
- die mangelnde Integration von Ausländern und die Entstehung von sogenannten Parallelgesellschaften