



Rewarding Learning

**ADVANCED
General Certificate of Education
2024**

German

Assessment Unit A2 3

assessing

Extended Writing

[AGM31]

WEDNESDAY 12 JUNE, MORNING

**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

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) Wie wird die Macht des Geldes in diesem Stück dargestellt?

- im Stück scheint die Macht des Geldes grenzenlos zu sein
- am Anfang ist Ill die beliebteste Persönlichkeit in Güllen
- am Ende wird er zum Opfer des Materialismus seiner Mitbürger
- am Anfang lehnen die Güllener Claires Angebot ab: "Im Namen der Menschlichkeit"; "Lieber bleiben wir arm, denn blutbefleckt". Sie ändern sich allmählich: sie beteuern immer wieder ihre Treue zu Ill, aber beginnen mehr und bessere Waren zu kaufen
- Claire Zachanassian: die reichste Frau der Welt
- da sie reich ist, bekommt sie viel Respekt und Bewunderung
- sie behauptet, dass man mit Geld alles kaufen kann, sogar Gerechtigkeit

oder

(b) Welche Rolle hat der Lehrer in diesem Stück?

- der Lehrer ist die moralische Instanz Güllens: er vertritt die Bildung; den Humanismus; die Philosophie.
- er versteht Claires Motivation besser als die anderen Mitbürger.
- gemeinsam mit dem Arzt bietet er Claire ein Geschäft an. Anstatt das Geld zu verschwenden, wollen sie es in die Güllener Industrie investieren.
- er versucht Ill zu unterstützen, aber er ist zu schwach und deshalb ist er zum Alkoholiker geworden.
- er kapituliert schließlich: bei der Gemeindeversammlung missbraucht er Werte und Ideale, um den Mord an Ill zu rechtfertigen.

2 Frisch: *Andorra*

(a) Wie wird Gewalt in diesem Stück dargestellt?

- Vorurteile und Stereotypen, die zu Gewalt und Tod führen
- die Misshandlung von Ausländern: die Senora und Andri
- Gruppendruck und Manipulation
- Gewalt des Soldaten gegen Andri
- Gewalt des Soldaten gegen Barblin
- Gewalt bei der Judenschau

oder

(b) Inwiefern ist Andri ein Außenseiter?

- Andris anfängliches Selbstbild
- Andris Identitätskrise
- Andris neue Identität
- sein Verhältnis zu den anderen Personen im Stück
- Heuchelei und Verlogenheit der Andorraner gegenüber Andri
- Cans Lüge in Bezug auf Andris Herkunft
- der Besuch der Senora
- die politische Lage Andorras
- Andri in der Rolle des Sündenbocks

3 Herrndorf: *Tschick*

(a) Inwiefern kann man die Reise “in die Walachei” als Maiks Reise zu sich selbst verstehen?

- er ist nicht mehr feige sondern mutig
- er ist nicht mehr langweilig sondern interessant
- er verhält sich nicht mehr brav und vernünftig sondern waghalsig und abenteuerlich
- er entwickelt sich von einem Jungen, der anderen misstraut, zu einem jungen Mann, der anderen mit Offenheit begegnet und nur nette Menschen kennenlernt und der eine tiefe Freundschaft entwickelt (zu Tschick)
- er war ein Kind und ist nun ein Jugendlicher
- er hatte Angst (vor seinem Vater) aber ist jetzt furchtlos
- das Leben ist wie eine Reise mit einem nur teilweise bekannten Ziel und mit vielen Begegnungen

oder

(b) Inwiefern rebellieren die Figuren in diesem Roman gegen das System, das sie unterdrückt?

- Maik (er zieht sich zurück/ er malt ein Bild für Tatjana/ er begibt sich auf eine illegale Autofahrt)
- Tschick (Kleidung, Alkohol, er droht Gewalt an und verbreitet Gerüchte über seinen Hintergrund, er zeigt Maik seine Verletzbarkeit)
- Isa (Rückzug auf die Mülldeponie; kann sehr schnell laufen und mit Steinen werfen; entzieht sich Schule und Gesellschaft)
- Frau Klingenberg (Alkohol; Humor/Sarkasmus; potentielle Gewalt; Zerstörung der Möbel)
- Horst Fricke (Rückzug in seine abgeschlossene Welt in einer kaputten Wohnung)
- die Sprachtherapeutin (Unterstützung der Jungen; rasante Autofahrt: die Irrfahrt)

4 Kaminer: *Russendisko*

(a) Analysieren Sie die Probleme der verschiedenen Einwanderer in Berlin bei ihrer Integration in Deutschland.

- die Alltagsprobleme der Immigranten
- Probleme bei der Anpassung und Integration z.B. der Juden
- Probleme mit der Anerkennung (legaler und illegaler Aufenthalt) und der unkonventionellen Lösungsversuche (durch Beziehungen)
- Probleme mit menschlichen Beziehungen und die Suche nach Halt und Normalität durch familiäre Bindungen
- Arbeitslosigkeit und Arbeitssuche: trotz Qualifikationen ist es schwer, passende Arbeit zu finden, Leute werden kreativ, um den Lebensunterhalt zu verdienen z.B. der Professor
- Wohnungsprobleme in der Großstadt
- Sprachprobleme
- andere Schwierigkeiten, z.B. Spielsucht, Alkoholsucht

oder

(b) Inwiefern sind die Erzählungen im Buch *Russendisko* lehrreich?

- der Leser lernt viel über das Alltagsleben der Immigranten, ihren täglichen Kampf, ihre Probleme und wie sie versuchen, sie zu lösen
- Kaminers Geschichten führen den Leser in eine Welt, die normalerweise verborgen ist
- viele Geschichten deuten auf Probleme in unserer Gesellschaft hin, die der 'Normalbürger' meist nicht kennt, daher kann man viel Neues lernen
- die Geschichten zeigen uns eine Art Parallelgesellschaft, zu der viele normalerweise keinen Zugang haben und machen den Leser somit aufmerksam auf Probleme und Schwierigkeiten von Mitmenschen
- durch seine humorvolle Erzählweise wirken die Geschichten zwar auf den ersten Blick sehr amüsant, regen den Leser aber zum Nachdenken an, so dass man sagen kann, dass sie lehrreich sind