



Rewarding Learning

ADVANCED
General Certificate of Education
2019

German

Assessment Unit A2 3
assessing
Extended Writing

[AGM31]

MONDAY 10 JUNE, MORNING

MARK
SCHEME

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

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] |

| | AVAILABLE MARKS |
|--------------|----------------------------|
| AO2 | 35 |
| AO4 | 20 |
| AO3 | 20 |
| Total | 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 werden die Güllener in diesem Stück dargestellt?

- namenlos
- Konflikt: Armut – Verlockung des Geldes
- heuchlerisch, korrupt und schwach
- mitverantwortlich
- nur der Lehrer versucht, der Verlockung des Geldes zu widerstehen
- Ill gibt zu, dass er schuldig ist
- Güllen – typisch für die Gesellschaft in jedem Ort/zu jeder Zeit

oder

(b) Beschreiben Sie das Verhältnis zwischen Claire und Ill.

- Kindheit und Jugend
- Reichtum ist Ill wichtiger als Liebe
- Claires Angebot/ihre Rache
- Claires Rückkehr/der Panther/der Sarg
- Claires Ehemänner
- Ill – Schuld und Todesstrafe; ein mutiger Mensch
- Claire kauft Gerechtigkeit
- Gerechtigkeit – für Ill/für Claire?

2 Frisch: *Andorra*

(a) Inwiefern ist Andri ein Außenseiter in diesem Stück?

- 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

oder

(b) Max Frisch schreibt: “Andorra ist der Name für ein Modell”. Wofür ist Andorra ein Modell?

- Modellcharakter von Andorra und seinen Bewohnern
- die Relevanz des Stückes in der heutigen Welt
- Bildnisthematik: Selbstbild, Fremdbild und Identität
- Auswirkungen von Vorurteilen und Stereotypen
- Heuchelei und Verlogenheit von angesehenen Persönlichkeiten in der Gesellschaft
- Gruppendruck, Manipulation, Gewalt in der Gesellschaft
- Diskriminierung gegen Minderheiten und Ausländerthemen in unserer Gesellschaft
- Bezug zum Nationalsozialismus im Dritten Reich

3 Herrndorf: Tschick

(a) Wie wichtig sind die Erfahrungen, die Maik und Tschick auf ihrer Reise erleben, für ihre persönliche Entwicklung?

- Ausbrechen aus dem Alltag/aus der Konvention
- den anderen kennen lernen/Entwicklung der Freundschaft
- Schwierigkeiten bewältigen
- zunehmendes Selbstvertrauen
- Bekanntschaft mit/Beziehung zu Isa
- merkwürdige Begegnungen
- Erweiterung des Horizonts
- Reisen als ein Weg zu sich selbst zu finden

oder

(b) Welche Bedeutung hat das Thema Alkohol in diesem Roman?

- Frau Klingenberg/Maiks Mutter/die Beziehung zu ihrem Mann
- Tschick, der "Asi" Alkoholiker
- Maiks erste eigene Erfahrungen mit Alkohol
- das Alkoholproblem unter Jugendlichen als gesellschaftliches Problem der Zeit (Krankenhaus und Polizei)

4 Kaminer: *Russendisko*

(a) Wie unterscheiden sich die verschiedenen nationalen Gruppen, die nach Berlin gekommen sind?

- Russen: besonders die Russen der fünften Welle, die zu Beginn der neunziger Jahre von Honecker eingeladen worden sind
- andere Gruppen: Vietnamesen in Marzahn, Chinesen; Thailänder; Zigeuner in Biesdorf; die Afrikaner; Türken, Bulgaren
- Verhalten – Essen; Glücksspiele; Wohnsiedlungen; Geld verdienen; die Sprachtests; Anträge auf Einbürgerung
- Verwechslung und Tarnung: wie man andere Nationalitäten nachahmt
- Berlin als Schmelztiegel

oder

(b) Wie werden Liebesverhältnisse in den Erzählungen beschrieben?

- Scheinehen; humorvolle Heiratsanzeigen – (der Fähnrich)
- Berlin als Beziehungskiste
- die russische Braut
- die Geschichte von Frank und Diana
- die Rolle des Telefons