

Mark Scheme (Results)

Summer 2008

GCE

GCE German (6486/03)

Unit 6c Mark Scheme - GCE German June 2008

Students will be required to answer one question from either Section A (Creative Writing) or Section B (Discursive Essays) or Section C (Task-based Assignments).

Section A

Responses in this section should be rooted in the stimulus and be plausible.

Section B

Responses in this section should be a discussion: candidates should address the question in the title and take a stance, but both sides of an issue should be considered. Accept imbalance between the two sides of an argument. Candidates should adduce examples to illustrate their points.

Section C

Candidates will be required to write a response to the stimulus material, interpreting the given data and carrying out the required tasks in the appropriate register, including a problem solving element. They should be familiar with the letter format.

Students will be required to answer one question from either Section A (Creative Writing) or Section B (Discursive Essays) or Section C (Task-based Assignments).

Section A

Responses in this section should be rooted in the stimulus and be plausible. There is no longer the requirement to refer to Germany in their answers.

Q.1

Dialogue between two young people. Any potential development as long as it is logical and relevant. Must be a dialogue with appropriate register.

Q.2

Image clearly depicts a flood so this must be context for essay. Ensure development refers to what happens next as well as what has gone before and what is happening now.

Q.3

Any feasible reason to explain headline. Journalistic style essential.

Section B

Responses in this section should be a discussion: candidates should address the question in the title and take a stance, but both sides of an issue should be considered. Accept imbalance between the two sides of an argument. Candidates should adduce examples to illustrate their points.

Q.4

Qualification perhaps of 'viele' and reference to an der Spitze. Examples to substantiate both sides of the argument with clear structure.

Q.5

Concept of capital punishment being *auch ein Verbrechen* must be dealt with. Balanced arguments with examples to justify points made for and against.

Q.6

Cands must give details of the potential risks but present both perspectives. Look for examples to substantiate arguments. A clear conclusion must be reached.

Q.7

This is not an essay solely about pros and cons of smoking: reference must be made to public places aspect altho potential for discussion of e.g. health issues, springboard to other drugs, addiction etc

Section C

Candidates will be required to write a response to the stimulus material, interpreting the given data and carrying out the required tasks in the appropriate register, including a problem-solving element, i.e. a final outcome. They should be familiar with the formal letter format.

Q.8

- i. straightforward introductory point
- ii. detailed reference to data: what was promised that has not been fulfilled?
- iii. look for sensible and more imaginative solutions, rather than just giving candidate money back etc

Q.9

- i. straightforward introductory point
- ii. detailed reaction to any of the points raised in the article
- iii. look for reasonable suggestions of ways in which society can progress towards a more tolerant and harmonious environment

Assessment Grids for Unit 6c

Candidates will not be required to demonstrate cultural knowledge of the target-language country in any of their answers.

| Mark | Creative/Discursive Content (AO2) |
|-------|---|
| 17-20 | Very good response. Implications of question fully grasped. Extremely clear and effective organisation of ideas. Very imaginative use of stimulus, where appropriate. |
| 13-16 | Good understanding of question. Organisation and development logical and clear. Good use of stimulus, where appropriate. |
| 9-12 | Satisfactory understanding of question. Organisation and development defective or lacks clarity in places. Satisfactory use of stimulus, where appropriate. |
| 5-8 | Limited understanding of question. Some relevant points made. Frequent defects in organisation and development. Use of stimulus, where appropriate, often defective. |
| 1-4 | Implications of question only vaguely grasped. Answer largely irrelevant and disorganised. Major deficiencies in use of stimulus, where appropriate. |
| 0 | No rewardable material. |

| Mark | TBA Response to the task (AO2) |
|-------|---|
| 17-20 | Very good response. Implications of task fully grasped. Extremely clear and effective organisation of ideas. Very skilful use of data. |
| 13-16 | Good understanding of task. Development logical and clear. Good use of data. |
| 9-12 | Satisfactory understanding of task. Organisation and development defective or lacks clarity in places. Satisfactory use of data with some deficiencies. |
| 5-8 | Limited understanding of task. Some relevant points made. Frequent deficiencies in organisation and development. Use of data often defective. |
| 1-4 | Response shows that implications of task only vaguely grasped. Minimal organisation and development. Hardly any constructive use of data. |
| 0 | No rewardable material. |

| Mark | Accuracy of the target language (AO3) |
|------|---|
| 5 | Almost flawless. |
| 4 | Few errors, mostly of a minor nature. |
| 3 | A number of major errors made, without impairing communication significantly. Familiar forms and structures usually accurate. |
| 2 | Communication impaired at times by basic errors e.g. agreements, verb forms. Some familiar language is accurate. |
| 1 | Accuracy only in the simplest forms. A high incidence of basic error. |
| 0 | Language so inaccurate that no reward is possible. |

| Mark | Range and Appropriateness of Lexis (AO3) |
|------|--|
| 9-10 | Rich and complex language. A wide range of appropriate lexis. High degree of sensitivity to nuance. Tone and register wholly suited to the chosen task. Very able to handle the language of ideas and abstract concepts where appropriate. |
| 7-8 | A wide range of appropriate lexis. Good awareness of nuance. Tone and register very well suited to task. Able to handle the language of ideas and abstract concepts where appropriate. |
| 5-6 | A good range of appropriate lexis, with minor lexical errors only. Language sometimes lacks sharpness. Tone and register usually suited to the task. Some ability to handle the language of ideas and abstract concepts where appropriate. |
| 3-4 | Adequate but predictable range of appropriate lexis. A number of significant lexical errors. Tone and register sometimes unsuited to the task. |
| 1-2 | Lexis often inappropriate with frequent anglicisms and wrong words. Limited feeling for tone and register. |
| 0 | No sense of the tone and register required. |

| Mark | Manipulation of Language (AO3) |
|------|--|
| 5 | Fluent, showing a high degree of sophistication in the manipulation of the structures of the language. |
| 4 | Very successful manipulation of language. Adventurous use of complex structures, with the occasional lapse. |
| 3 | Satisfactory to good manipulation of language, but generally unadventurous. Attempts to handle complex structures not always successful, possibly affecting communication. Some anglicised structures. |
| 2 | Limited ability to manipulate language: mainly simple "translated" language, which impedes communication at times. |
| 1 | Very limited ability to manipulate language. |
| 0 | No ability to manipulate the language. |