

Mark Scheme (Standardisation) Summer 2008

GCE

GCE Russian (6796/03)

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Russian Unit 6c June 2008 Mark scheme

Creative writing and discursive essays

Essays will be assessed for content, accuracy of the target language, range and appropriateness of lexis and manipulation of language according to the markgrids on pp. 41 and 43 of the Edexcel MFL GCE specification.

The following suggestions for content are intended to indicate the type of response that might be expected in a very good answer. However, they are by no means prescriptive, and each answer will be judged on its own merits.

If they are too long, essays will be marked to the next full stop or to the next logical 'sense break' after the word limit.

Answers which are too long or too short will be self-penalising for content.

Where answers are too short, when assessing the range and appropriateness of lexis and manipulation of language, the examiner's judgement will be used (bearing in mind decisions taken at the Standardisation meeting when marking sample scripts) as to whether the candidate can be deemed to have written sufficient to access the full range of marks in these categories.

It is anticipated that answers that are too long will have sufficient material to access the full range of marks for accuracy of the target language, range and appropriateness of lexis and manipulation of language.

Question Number	Question
1.	
	Indicative content
	Opportunity to complete the story about what happened when Anton and Sergei arrived at the airport, showing creativity and imagination, and bringing the story to a logical conclusion. In order to access the full range of marks for content, candidates will need to observe the instruction to continue the story from the end of the stimulus: ‘Расскажите, что дальше’, ‘Say what happens next’.

Question Number	Question
2.	
	Indicative content
	Opportunity to write a plausible article, demonstrating creativity and imagination, and appropriate to the title. Candidates should bear in mind that they are writing a newspaper article and write in an appropriate style.

Question Number	Question
3.	
	Indicative content
	Opportunity for candidates to discuss and explore issues relating to students and money/older people and money. Candidates should develop the discussion between grandfather and grandson, bringing it to a logical and plausible conclusion. The answer should be written in the style of authentic dialogue, and should include stage directions.

Question Number	Question
4.	
	Indicative content
	Opportunity to discuss issues surrounding the use of alcohol, licensing laws etc. and how they affect society. Candidates are asked to compare the harm done to society by alcohol with that caused by (other) drugs. Good answers might consider whether alcohol is a drug, to what extent and how alcohol abuse and the abuse of other drugs harm society and compare alcohol with other drugs. The candidate should draw and defend a strong conclusion to the argument, saying whether s/he agrees with the statement or not and giving reasons to support his/her argument.

Question Number	Question
5.	
	Indicative content
	Opportunity to consider why parents choose to educate their children at home rather than send them to school. Good answers will probably discuss the advantages and disadvantages of both home and school education (e.g. quality of education, discipline, social interaction) and consider why parents choose one over the other.

Question Number	Question
6.	
	Indicative content
	Opportunity to discuss the need for and the role played by computers today. Good answers will probably consider whether one can live without computers and the possible disadvantages of relying on them, in addition to the benefits they bring. They will draw a strong conclusion and say to what extent the candidate agrees with the statement in the title, giving reasons for their answer.

Question Number	Question
7.	
	Indicative content
	Opportunity to discuss the relevance of beauty competitions today. Candidates might consider the positive and negative effects of such events (e.g. interaction and understanding between countries and cultures versus pressure on women to be thin and conform to stereotypes). Good answers will probably draw a strong conclusion and say to what extent the candidate agrees with the statement in the title, giving reasons for this answer.

Task-based assignments

Essays will be assessed for content, accuracy of the target language, range and appropriateness of lexis and manipulation of language according to the markgrids on pp. 42 - 43 of the Edexcel MFL GCE specification.

The following suggestions for content are intended to indicate the type of response that might be expected in a very good answer. However, they are by no means prescriptive, and each answer will be judged on its own merits.

If they exceed the word limit, answers will be marked to the next full stop or to the next logical 'sense break' after the word limit.

Answers which are too long or too short will be self-penalising for content.

Where answers are too short, when assessing the range and appropriateness of lexis and manipulation of language, the examiner's judgement will be used (bearing in mind decisions taken at the Standardisation meeting when marking sample scripts) as to whether the candidate can be deemed to have written sufficient to access the full range of marks in these categories.

It is anticipated that answers that are too long will have sufficient material to access the full range of marks for accuracy of the target language, range and appropriateness of lexis and manipulation of language

Question Number	Question
8.	
	Indicative content
	<p>In order to access the full range of marks for content, candidates should:</p> <ul style="list-style-type: none"> • give their views on the British-Russian project; • give their opinion about the effect of large cities on climate change, including examples; • say how they and their class/school can contribute to the discussion (e.g. by sending emails, translating emails for friends who do not speak Russian, sending photos). <p>The best answers will write in an appropriate style and in a plausible email letter format.</p>

Question Number	Question
9.	
	Indicative content
	<p>In order to access the full range of marks for content, candidates should address all parts of the task, taking into account all the data provided, i.e.</p> <ul style="list-style-type: none"> • say which category of film their friend would like to enter; • write a short resumé of the film; • ask about accommodation and visa arrangements (bearing in mind that the friend does not have much money). <p>The best answers will be written in an appropriate style, including suitable salutations, and be written in a way which would prompt a response from the film festival organisers.</p>