

Mark Scheme (Results) Summer 2008

GCSE

GCSE Russian (1241/04)

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.

GENERAL MARKING GUIDELINES FOR GCSE PAPER 4 EXAMINERS

GCSE MODERN FOREIGN LANGUAGES - SINGLE TIERED - RUSSIAN

Paper 4 is marked out of 55.

After the Standardisation Meeting, mark all scripts in red pen.

Do not mark across the candidate's answers

For Question 1 - please ensure that each of the marks is accounted for using **0** or **1** in the right-hand margin. The total for the question should be written in the scanning box in the right hand margin at the end of the question.

For Question 2 - a mark out of 5 for *Communication and Content* should be written at the bottom left of the page and circled. A mark out of 5 for *Knowledge and Application of Language* should be written at the bottom right of the page and circled. The total mark should be written in the scanning box in the margin.

For Question 3 and Question 4 - a mark out of 10 for *Communication and Content* should be written at the bottom left of the page and circled. A mark out of 5 for *Knowledge and Application* should be written at the bottom centre of the page and circled. A mark out of 5 for *Accuracy of Language* should be written at the bottom right of the page and circled. The total should be written in the scanning box in the margin.

Principal Examiners may instruct examiners to tick / half tick / cross against the bullet points in the questions to show communication coverage.

Any comments relevant to the awarding of the marks should be concise and written at the end of the text. Comments should be drawn from the marking grids.

e.g. Two bullet points not covered.

Too brief.

No evidence of past tense usage.

Inaccurate use of tenses.

Overlong answers: the entire text should be read and marked in its entirety for all components of the mark grid. The amount of space given in the question paper has been reduced in 2003 to encourage candidates to keep to the word limit.

Paper 4 - Writing - June 2008

This paper will reward students for Communication and Content as well as for Knowledge and application of grammar and structures:

- Task 1:** Candidates will be required to write short lists or fill in a form or questionnaire using individual words. The task will be marked for communication only and instructions will be in English. Task instructions will be given in English.
5 marks
- Task 2:** Candidates will be required to write a postcard or similar message of approximately 30 words. Task instructions will be given in English.
10 marks
- Task 3:** Candidates will be required to produce a piece of continuous writing of approximately 70 words. A task could be a reply to a short letter in the target language, the expansion of notes or be based on visuals or other simple stimuli written in the target language. Task instructions will be given in English.
20 marks
- Task 4:** Candidates may be required to narrate events, express ideas and justify points of view. They will be expected to produce longer sequences of writing, using a wider range of vocabulary, structure and time references. They will be offered a **choice of task** and will be required to produce a piece of approximately 150 words. Questions will be set so that candidates can undertake either narrative or discursive writing. These may be factual or imaginary narratives or involve extended letter writing. They may be based on stimuli in the target language, visuals or a combination of both. Instructions will be given in the target language.
20 marks

Total for paper = 55 marks

WRITING MARK SCHEME

The first question rewards candidates for communication only whereas all other questions attract marks for knowledge and application of target-language grammar and structures. Questions 3 and 4 share a common mark scheme both for communication and content, knowledge and application of language and accuracy. The knowledge and application mark scheme for question 2 incorporates elements that reward accuracy.

Question 1

Marked for communication only.

Marks are awarded positively for each item/point communicated in such a way that it can be readily understood by a sympathetic native speaker. No marks are allocated for accuracy beyond that required for effective communication.

Question 2

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - prelearned phrases. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - unconnected words or characters. No awareness of structure.
0	No language worthy of credit.

Questions 3 and 4

Marks are awarded for **Communication and Content**, **Knowledge and Application of Language** and **Accuracy**. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for actual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.

COMMUNICATION AND CONTENT

3-4 Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and/or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Not easy to read.

1-2 Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.

0 No relevant communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE

5 Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description eg expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate to suit purpose.

4 Evidence of a range of vocabulary and structures appropriate to narrative and description, eg expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

3 Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses / simple linking. Evidence of correct formation of tenses with some lapses. Although there will be prelearned, set phrases and attempts to manipulate the language, this may be only partially successful.

2 Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Prelearned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially

KNOWLEDGE AND APPLICATION OF LANGUAGE	
	successful. There may be some simple subordination.
1	Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures, eg the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be prelearned or stereotyped.
0	No language worthy of credit.

ACCURACY OF LANGUAGE	
5	High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.
4	Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.
3	Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors; inaccuracy increases if attempts more complex structures. Despite error the message is communicated.
2	Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.
1	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.
0	No language worthy of credit.

Summary of mark allocations for the writing paper

	Task 1	Task 2	Task3	Task 4
Communication and Content	5	5	10	10
Application of Language	-	5	10*	10*

* Marks are equally divided between application of language and accuracy within this task.